DOCUMENT RESUME

ED 151 742 CS 003 971

AUTHOR	Lachat, Mary Ann; And Others
TITLE	Reading Programs That Work: A National Survey. 3rd. Edition.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
PUB DATE	77
NOTE	215p.
AVAILABLE FROM	Robert Francis, Director, Bureau of Dissemination, Division of School Programs, New Jersey State Department of Education, 225 West State Street, P.O. Box 2019, Trenton, New Jersey 08625 (Free of charge)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Elementary Secondary Education; *Program Costs; *Program Descriptions; *Program Design; *Program Development; Reading Instruction; Reading Materials; Reading Material Selection; *Reading Programs; Supplementary Reading Materials

ABSTRACT

This booklet outlines 73 reading programs that have been successfully used in elementary or secondary schools across the United States. Program descriptions include the nature of the program, its achievements, how the program works, required materials and activities, necessary staff training, basic costs, current status, and where additional information may be obtained. A nine-page profile matrix compares the salient features of the programs to help the booklet's users identify the programs that might serve their specific needs. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Reading Programs That Work
A National Survey

Third Edition
1977

Mary Ann Lachat, Ed.D.
Ronald L. Capasso, Ed.D.
Ingrid S. Bartinique, Ed.M.

ED151742

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

This series was produced under the auspices of: Educational Improvement Center—South. Lower Camden Board of Education.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
New Jersey State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS003 971

Prepared by Capla Associates, Inc.
Under a grant from
The New Jersey State Department of Education
Division of Research, Planning, and Evaluation

INTRODUCTION

America's schools are entrusted with the task of preparing millions of students annually to cope with a post-industrial, post-affluent society which demands a high order of knowledge and skills. The task is not an easy one, and the products of past efforts have often been unmastered skills and poorly developed problem-solving abilities. More than ever before, the quality of education is being questioned, and schools are being prodded to offer programs which address divergent backgrounds, interests, and abilities.

The complexity of our task as educators demands more systematic procedures for renewing past policies and practices. We, in New Jersey, have responded to this complexity through the passage of "thorough and efficient" legislation.

In essence, "T and E" calls for the use of productive educational programs, methods, and materials which will enable students to achieve at their highest potential. We recognize, however, that efforts to improve instructional systems are as old as the process of education itself. Effective change strategies require specific information about the characteristics of various programs and how they affect student learning. In short, the establishment of more systematic means for disseminating and installing proven educational practices offers the greatest single potential for renewal in New Jersey schools.

Reading Programs That Work and *Math Programs That Work* represent a response to the need for an information base that will enable school districts in New Jersey to make responsible and meaningful decisions about basic skills instructional programs. As with the earlier editions of these publications, the programs were identified through a comprehensive nationwide search. They were located through such sources as the Joint Dissemination Review Panel of the U.S. Office of Education, the American Institute of Research, Far West Regional Laboratories, the International Reading Association, Research for Better Schools, and over forty commercial publishers. In the final analysis, over 300 programs were considered for inclusion. The final decision as to which programs would appear in the publications was based on available evaluation data that indicated that the programs had demonstrated a positive impact in the classroom.

I urge you to use these documents. They represent a first step in the process of providing New Jersey youth with instructional programs that will make a difference in how they ultimately function in society—a difference that will help us, as educators, achieve our entrusted goal.

Dr. Fred B. Burke
Commissioner of Education
State of New Jersey

ACKNOWLEDGEMENTS

The publication of the third editions of *Reading Programs that Work* and *Math Programs that Work* required the time and effort of a large group of people. It would be impossible to list the names of all of the individuals who contributed to the completion of these documents as well as the detailed pamphlet descriptions for 90 exemplary basic skills programs. However, several individuals were particularly integral to the various levels of activities involved in the project.

The project would not have been a reality without the commitment of the New Jersey State Department of Education to help school districts bring about meaningful and systematic change. The insights of Dr. Evelyn Ogden, State Director of Planning, Division of School Programs, and Ms. Jean Sadenwater, Coordinator of Process Consultants at Educational Improvement Center-Central were invaluable to the development of the program information system which will now be available to New Jersey teachers and administrators.

The reactions and suggestions of an Advisory Panel provided valuable guidelines for improving the earlier publications and meeting the current needs of New Jersey educators. The individuals who served on the panel made contributions which reflected their varying roles in the field of education. These individuals were:

Mr. Steve Barkley	- Primary Unit Teacher Hampton Township School District
Dr. Estelle Brown	- Professor, Department of Reading and Speech Correction Glassboro State College
Ms. Wilma Farmer	- Elementary Supervisor Camden School District
Ms. Sharon Gelbman	- Intermediate Team Leader Chatham Borough School District
Ms. Betty Guatelli	- Learning Activities Coordinator and "T & E" Coordinator Ramsey School District
Ms. Alma Liotti	- President Elect, New Jersey Reading Teachers Association and Right to Read Consultant
Ms. Elena Scambio	- Supervisor of Child Study Essex County Office of Education
Ms. Geri Tama	- Learning Consultant, Office of Special Services Greater Egg Harbor Regional High School District

Our appreciation is of course extended to the developers and publishers of non-commercial and commercial programs who submitted materials for review. Finally, a note of thanks must be extended to such members of the Capla staff as Ms. Jackie Akers, Ms. Sandra Bockman, Ms. Barbara Ortutay, Ms. Wendy Spence, and Mr. Richard Strugala, for their contributions in bringing the third editions of the basic skills publications to fruition.

Mary Ann Lachat, Ed.D
Ronald L. Capasso, Ed.D
Ingrid S. Bartinique, Ed.M

Capla Associates, Inc.
Rochelle Park, New Jersey

HOW TO USE THIS CATALOGUE

AS PART OF A PROGRAM SELECTION PROCESS

This catalogue represents a valuable resource for districts involved in the program improvement phase of "T & E" which is concerned with identifying and selecting new programs. The following questions are provided as illustrations of how to use this catalogue and supplementary sources of information to guide the program selection process.

How should this catalogue be used to identify programs which address basic skills instructional needs?
If you have identified a need for program change in your district, turn to the Program Profile Matrix which is found on pages 1-17. The matrix includes salient features of the individual programs included in this catalogue which can be matched to descriptors of your current program needs. After reviewing the Program Profile Matrix, turn to the Table of Contents to locate pertinent program descriptions in the catalogue.

What information is necessary for making initial program selections?
The initial selection of programs for potential adoption/adaption requires information about how a program works and what is required for implementation. Reading the program descriptions in the catalogue will provide you with this information, and help you decide whether a program relates to needs for improving basic skills instruction in your district.

What additional information is necessary for the next level of decisions in the program selection process?
The selection or rejection of instructional programs requires specific criteria that will enable teachers and administrators to make informed decisions. The criteria used to assess programs should relate to: 1) the program's rationale; 2) the objectives of the program; 3) how the program is organized; 4) what is required of the school district to implement the program; and 5) what evaluation results are available which prove the program's effectiveness in helping children to learn. This type of detailed information is available in a pamphlet format for every program in this catalogue.

How can school districts obtain detailed program pamphlets?
The detailed pamphlet descriptions for every program in this catalogue are available at no cost from the regional Educational Improvement Centers of the New Jersey State Department of Education. The pamphlet order number for specific programs can be found in the Table of Contents or at the end of each catalogue description. Mail the order form postcard which is included in this catalogue to the Educational Improvement Center in your region to obtain pamphlet descriptions of programs which may address your needs. The addresses of the various Centers are given below.

Educational Improvement Center-Central
50 Lake Drive
Hightstown, New Jersey 08520
(609) 448-0484

Educational Improvement Center-Northeast
86 South Harrison Street
East Orange, New Jersey 07018
(201) 677-9600

Educational Improvement Center-Northwest
Halko Drive
Cedar Knolls, New Jersey 07927
(201) 539-0331

Educational Improvement Center-South
P.O. Box 426
Pitman, New Jersey 08071
(609) 589-3410

What are the next steps in the program selection process?
Actual program materials should be examined before final decisions about selecting a program for adoption/adaption are made. The catalogue and pamphlet descriptions provide information about where program materials can be obtained. Materials should be secured and reviewed by staff as additional evidence before making a final program selection.

It is the hope of the New Jersey State Department of Education that this catalogue and the related pamphlets will help you identify exemplary basic skills programs for your district. The use of these resources will also reduce your time and cost expenditures in the program selection process.

TABLE OF CONTENTS

COMPLETE PROGRAMS

Program Title	Grade Levels	Pamphlet No. *	Page
Academic Advancement Program	6-8	R2	1
Action Reading Cureton	K-1	R1	2
All Day Kindergarten	K	R3	3
Alpha One	1-2	R4	4
Alphaphonics	PreK-3	R5	5
Baptist Hill Kindergarten	K	R6	7
Classroom Intervention	K-6	R9	8
Concepts and Language	K	R11	9
Creative Reading Approach	K-1	R66	10
Criterion Reading Instruction Project	PreK-3	R13	12
Dale Avenue Urban Early Childhood Education Project	PreK-3	R16	13
DISTAR Language/Reading	PreK-3	R20	14
Early Prevention of School Failure	K	R21	16
Glassboro Right-to-Read Project	K-3	R25	17
HEP/Project ALOHA	K-6	R27	18
Higher Horizons 100	7-10	R28	20
High Intensity Learning Systems: Reading	1-12	R29	21
Individualized Learning for Adults	9-Adults	RM1	23
Listen Look Learn	K-6	R37	24
New Adventures in Learning	K-3	R38	26
Open Court	K-6	R39	27
Project COPE	PreK-1	R48	28
Project R-3	7-9	RM5	30
Reading Basics Plus	K-8	R57	31
Strategies in Early Childhood Education	K-2	RM2	33
Sullivan Reading Program	K-9	R63	34
Systems Approach to Individualized Instruction	1-6	RM6	36
Tamagoosian Decoding and Comprehension Skills	K-12	R65	37

SUPPLEMENTARY PROGRAMS

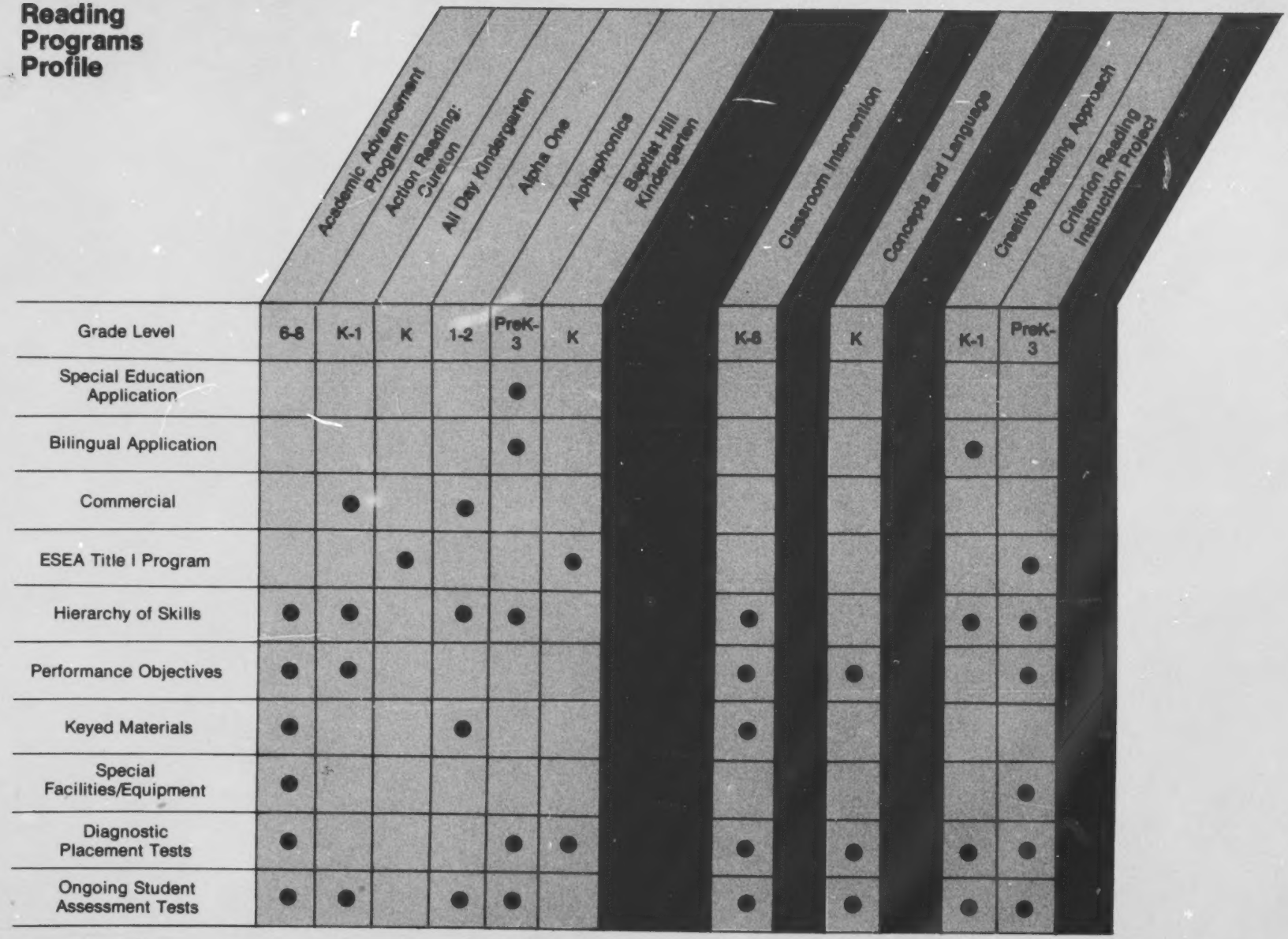
Program Title	Grade Levels	Pamphlet No.	Page
Basic Skills in Reading	1-4	R7	39
Child Parent Centers	PreK-3	R8	40
Classroom Team Approach Project	1-6	R10	41
CIRP/RELATE	K-8	R12	43
Croft Reading	K-6	R14	44
Cross-Age Teaching	K-12	R15	46
Diagnostic Prescriptive Instruction Project READ-WRITE	4-8	R17	47
Diagnostic Reading Clinic	4-7	R18	48
Discovery Through Reading	2-3	R19	49
Electric Company	2-4	R22	50
Exemplary Center for Reading Instruction	K-12	R23	52
Florida Migratory Child Compensatory Program: Tutorial	PreK-12	R24	53
Help One Student To Succeed (HOSTS)	K-12	R26	54
High Intensity Tutoring	6-8	RM10	55
Improvement of Basic Reading Skills	1-8	R30	57

*A complete pamphlet description of every program in this Survey may be ordered by code number from the regional Educational Improvement Centers of the New Jersey State Department of Education

Improving Achievement Through Use of Teachers and Teacher Aides	10-12	R31	58
Individualized Language Arts Program	1-12	R32	59
Intensive Reading Improvement Program	K-8	R33	60
Intensive Reading Instructional Teams	3-4	R34	61
Learning to Read by Reading	4-12	R36	63
Parent-Child Early Education Program—Saturday School	PreK	R61	64
Parent Readiness Education Project	PreK	R40	65
Perceptual Skills Curriculum	PreK-2	R41	66
Positive Attitude Toward Learning	K-12	R43	67
Pre-Reading Skills Program for Individually Guided Education	K	R44	69
Prescriptive Reading Inventory	K-6	R45	70
Programmed Tutorial Reading	1-3	R46	71
Project Catch-Up	K-6	RM4	72
Project Conquest	1-6	R47	73
Project Home Start	PreK	R50	74
Project Reading Improvement	1-8	R53	76
Project Success Environment	1-6	RM8	77
Pupils Advancing in Learning	1-12	R56	79
Reading Center Title I	1-6	R58	80
Reading/English Rotation Project	7-9	R59	81
Reading Improvement Program: Secondary Schools Reading Laboratory	7-12	R35	82
Remedial Reading and Home/School Liaison Program	4-12	R60	83
Remedial Reading Title I	2-9	R71	85
School Volunteer Development Project: DO IT	2-6	RM9	86
Sesame Street	PreK	RM3	87
Systematic Approach to Reading Improvement (SARI)	K-8	R64	88
Teams-Games-Tournaments	3-12	RM7	89
Title I Children's Program: Learning to Read Through the Arts	4-6	R67	90
Title I Corrective Reading	2-6	R68	91
Wisconsin Design for Reading Skills Development	K-8	R55	93

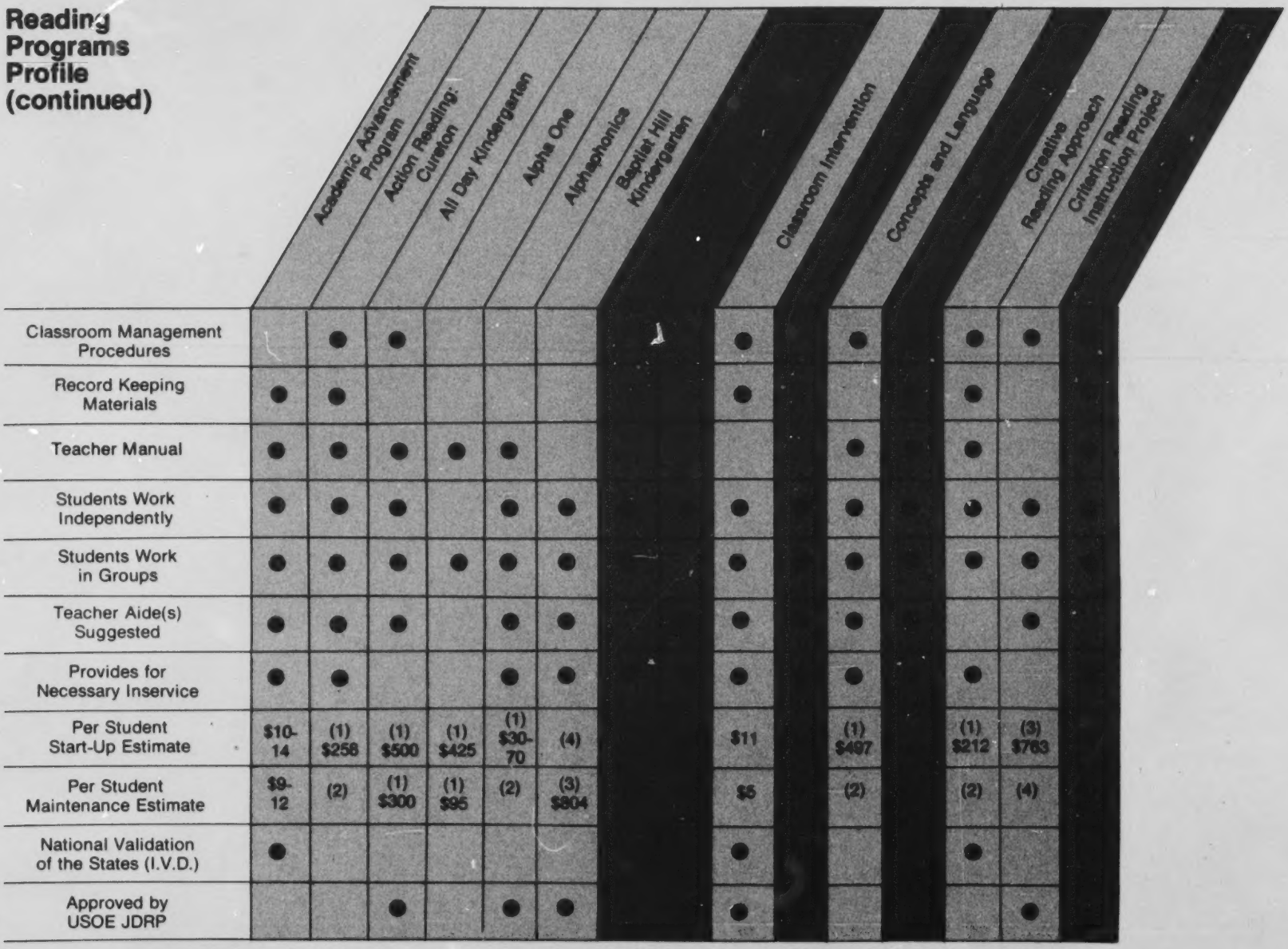
*A complete pamphlet description of every program in this Survey may be ordered by code number from the regional Educational Improvement Centers of the New Jersey State Department of Education

Reading Programs Profile



□ = Complete Program ■ = Supplementary or Support Program

Reading Programs Profile (continued)



	Academic Advancement Program	Action Reading: Curriculon	All Day Kindergarten	Alpha One	Alphaphonics	Baptist Hill Kindergarten	Classroom Intervention	Concepts and Language	Creative Reading Approach	Criterion Reading Instruction Project
Classroom Management Procedures		●	●				●	●	●	●
Record Keeping Materials	●	●					●		●	
Teacher Manual	●	●	●	●	●			●	●	
Students Work Independently	●	●	●		●	●	●	●	●	●
Students Work in Groups	●	●	●	●	●	●	●	●	●	●
Teacher Aide(s) Suggested	●	●	●		●	●	●	●		●
Provides for Necessary Inservice	●	●			●	●	●	●	●	
Per Student Start-Up Estimate	$10-14	(1) $258	(1) $500	(1) $425	(1) $30-70	(4)	$11	(1) $497	(1) $212	(3) $763
Per Student Maintenance Estimate	$9-12	(2)	(1) $300	(1) $95	(2)	(3) $804	$5	(2)	(2)	(4)
National Validation of the States (I.V.D.)	●						●		●	
Approved by USOE JDRP			●		●	●	●			●

(1) Per Classroom Estimate

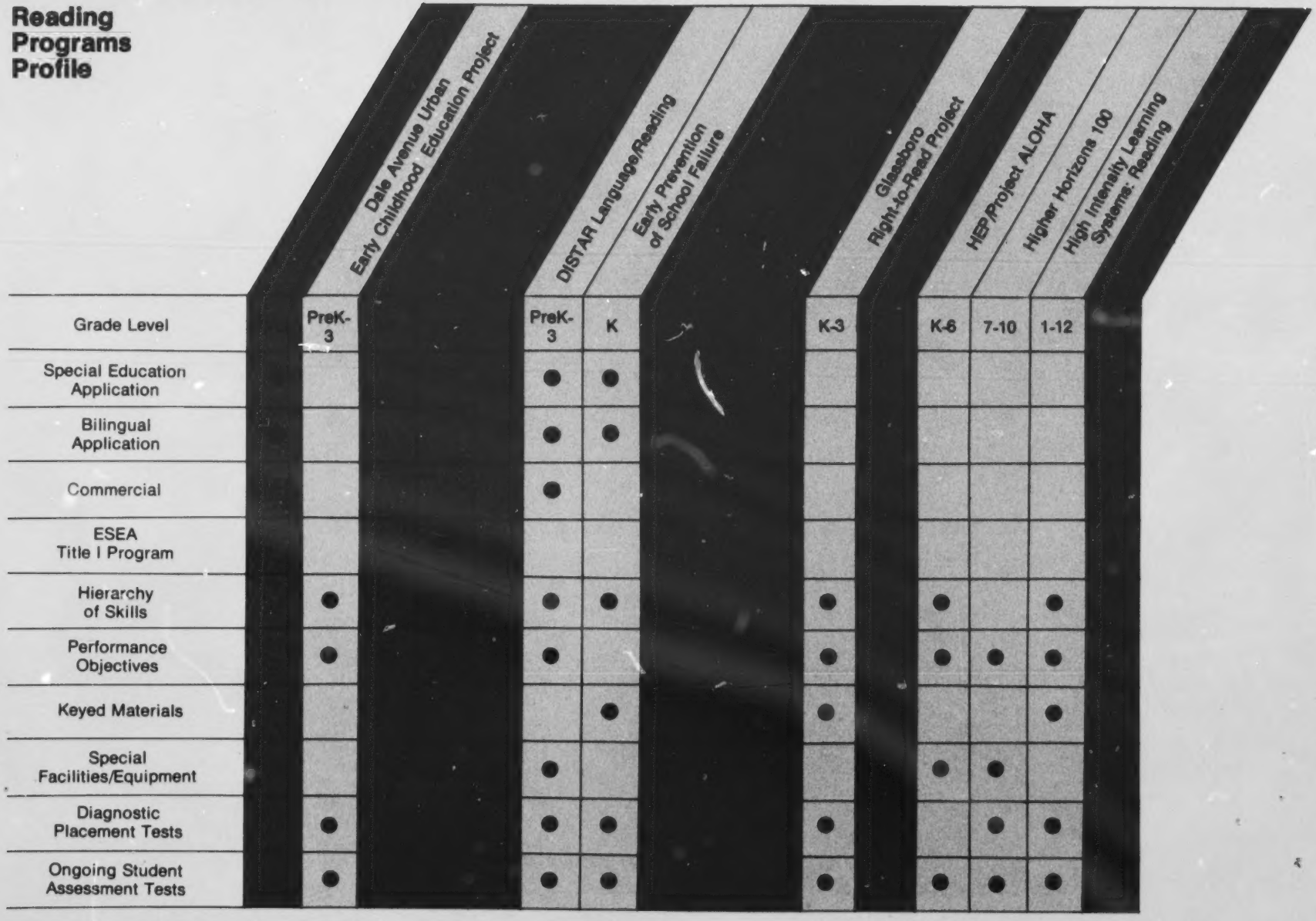
(2) Minimal Maintenance Costs

(3) Includes Staff Salaries

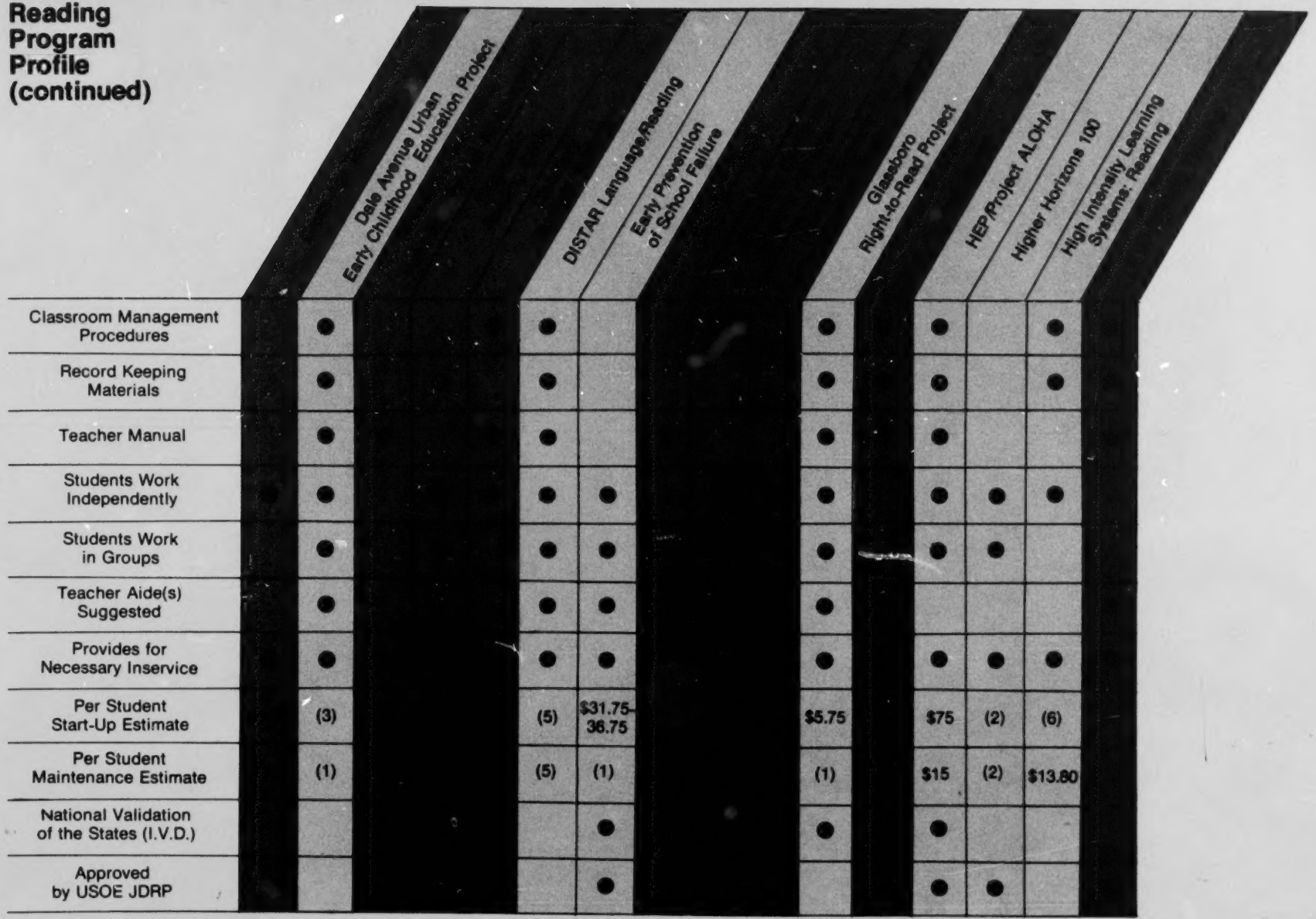
(4) Varies with existing LEA needs and resources

(5) Varies according to teachers' use of materials

Reading Programs Profile



Reading Program Profile (continued)



	Dale Avenue Urban Early Childhood Education Project	DISTAR Language/Reading	Early Prevention of School Failure	Glassboro Right-to-Read Project	HEP/Project ALOHA	Higher Horizons 100	High Intensity Learning Systems: Reading
Classroom Management Procedures	●	●		●	●		●
Record Keeping Materials	●	●		●	●		●
Teacher Manual	●	●		●	●		
Students Work Independently	●	●	●	●	●	●	●
Students Work in Groups	●	●	●	●	●	●	
Teacher Aide(s) Suggested	●	●	●	●			
Provides for Necessary Inservice	●	●	●	●	●	●	●
Per Student Start-Up Estimate	(3)	(5)	$31.75-36.75	$5.75	$75	(2)	(6)
Per Student Maintenance Estimate	(1)	(5)	(1)	(1)	$15	(2)	$13.80
National Validation of the States (I.V.D.)			●	●	●		
Approved by USOE JDRP			●		●	●	

(1) Minimal maintenance costs

(2) Varies with existing LEA needs and resources

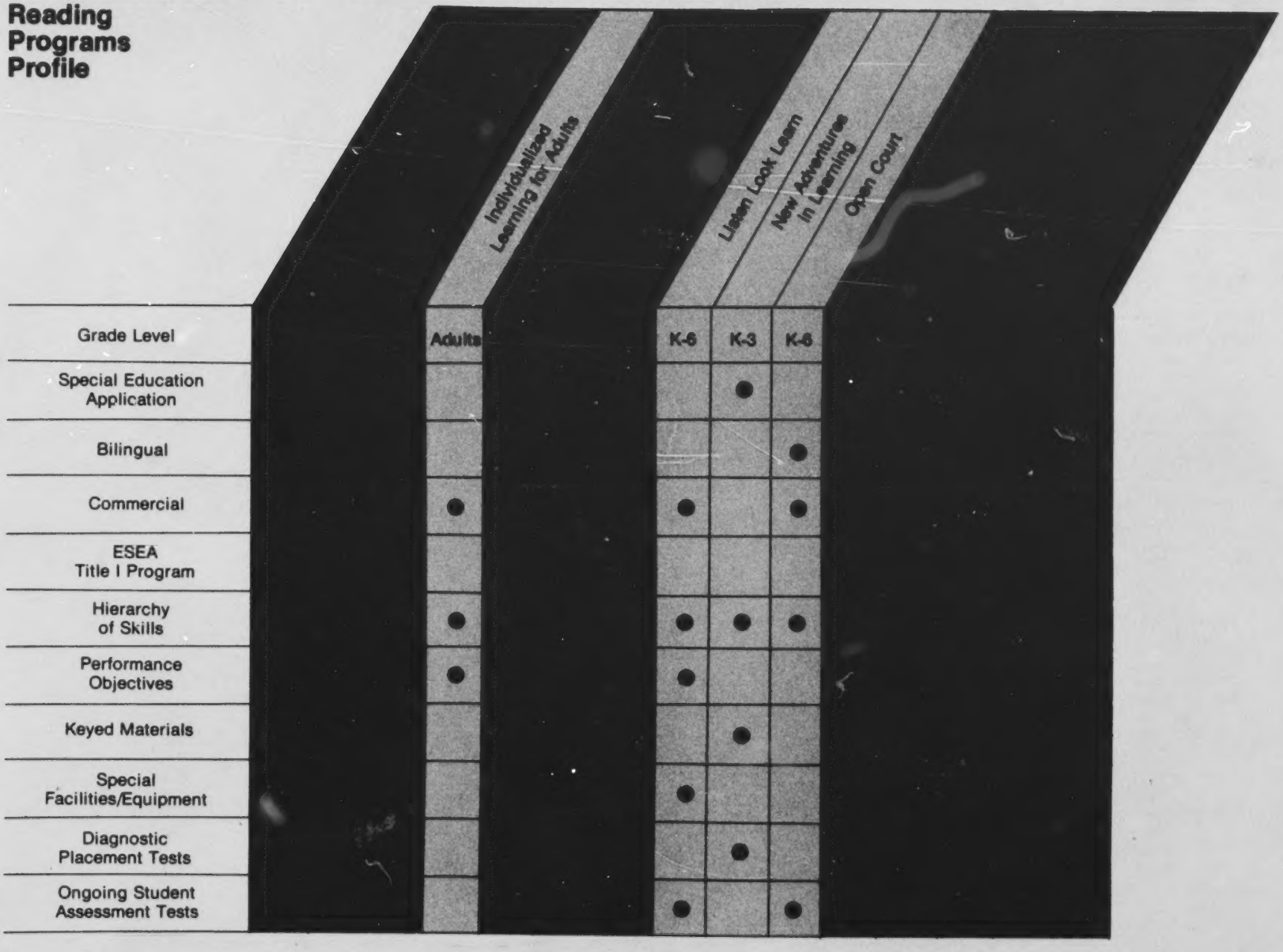
(3) Basic costs relate to staff training, follow-up supervision, and evaluation

(4) Only necessary cost is for a Teachers Manual @$10

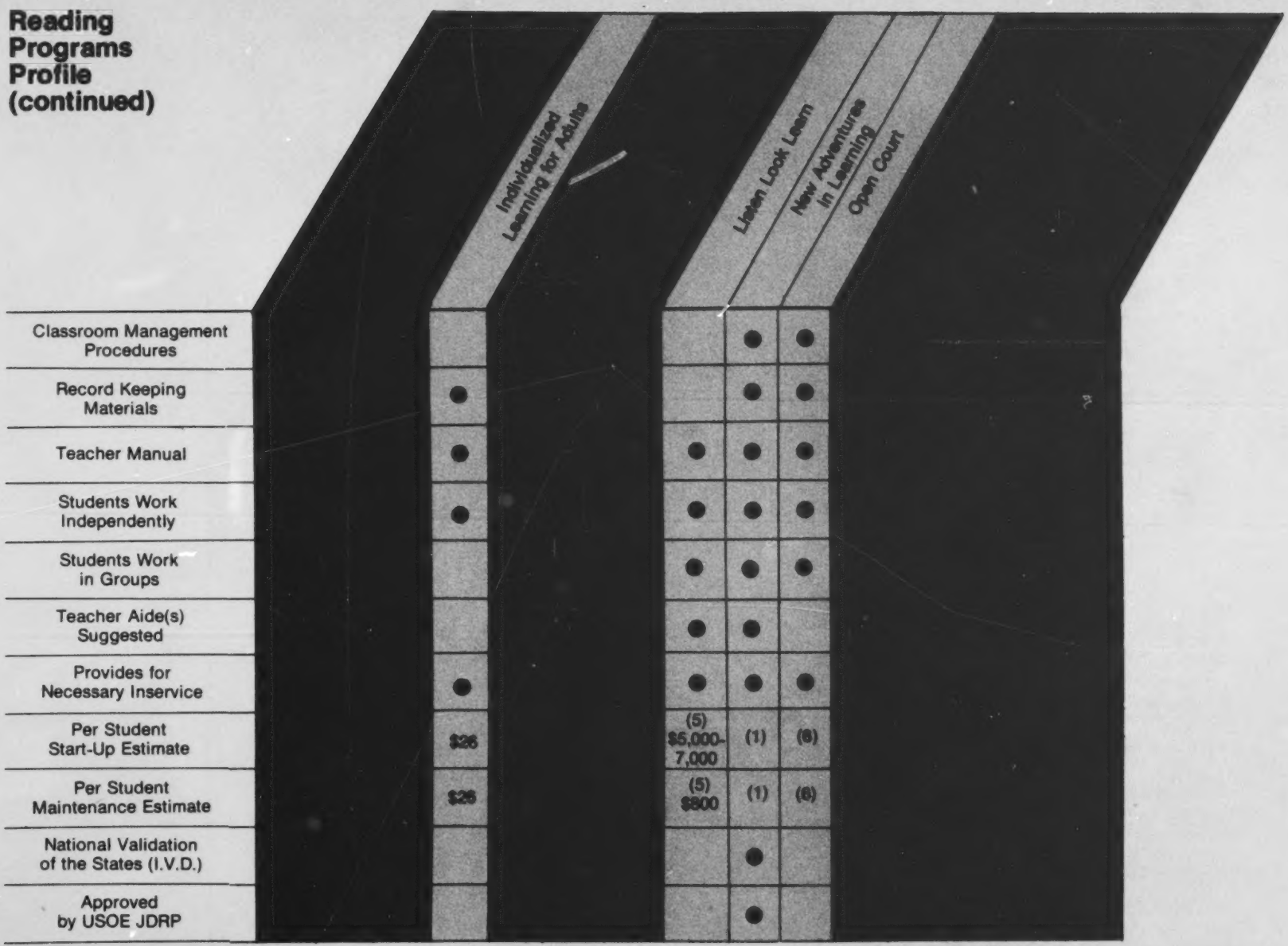
(5) Varies for different program levels

(6) Cost for the management system is $2,100; cost for the inventory of materials is about $7,500

Reading Programs Profile



Reading Programs Profile (continued)



(1) Varies with LEA needs and resources

(2) Only start-up cost is for Teacher Manual @ $12.50

(3) Minimal maintenance costs

(4) Includes staff salaries

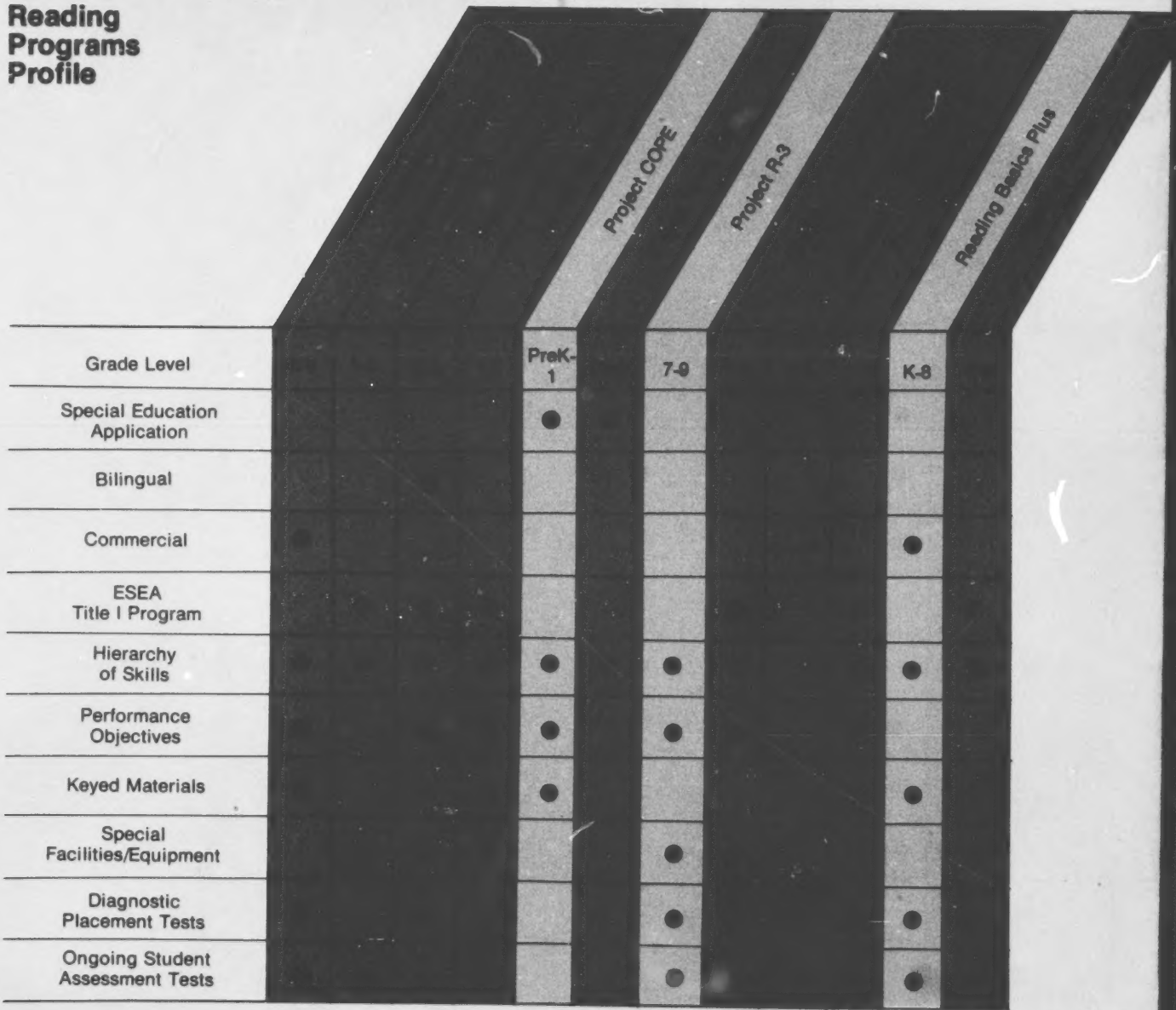
(5) Per classroom estimate

(6) Varies for different program levels

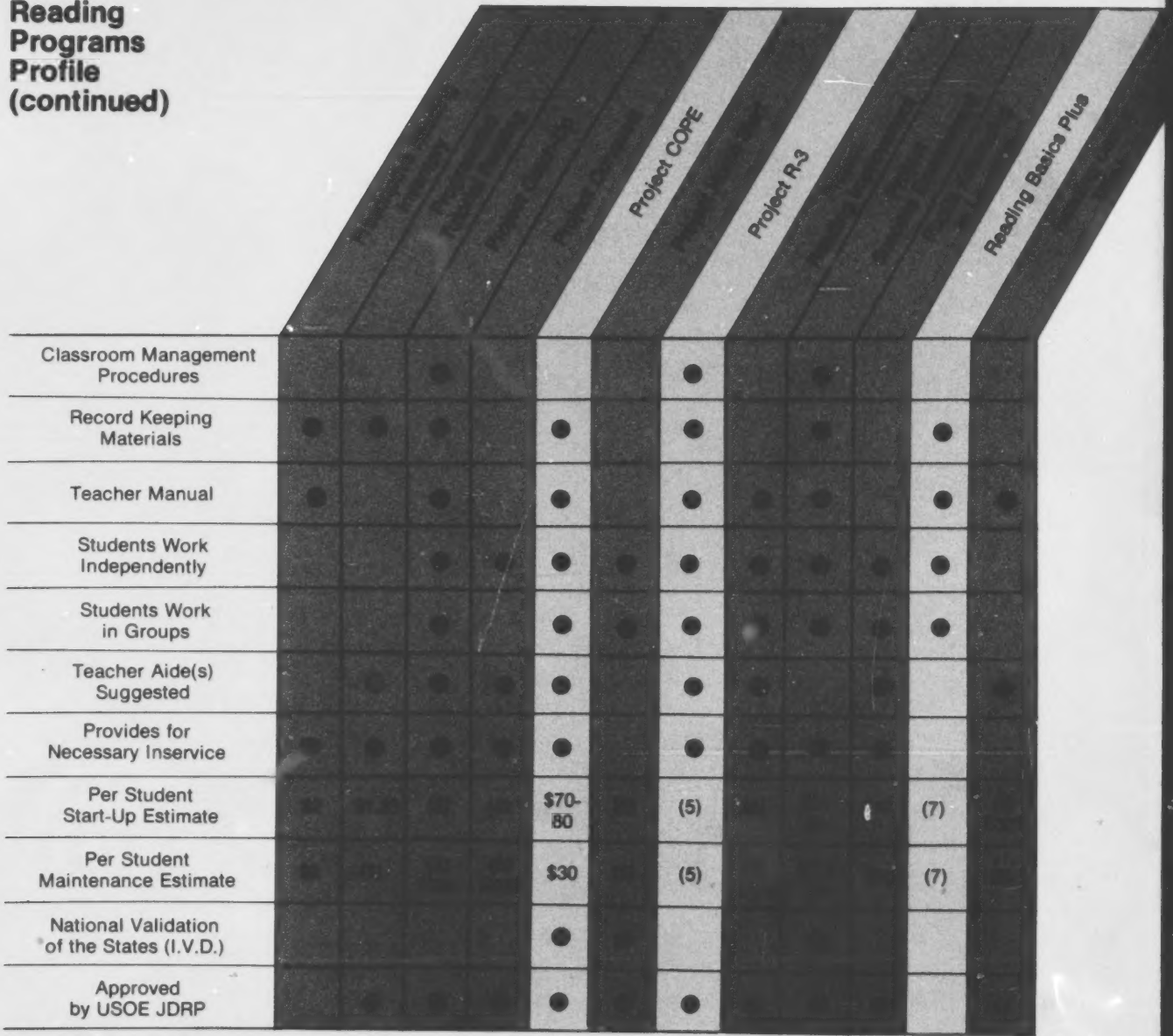
(7) About $7,500 provides the necessary core equipment and materials

(8) Maintenance costs are for staff salaries

Reading Programs Profile



Reading Programs Profile (continued)



(1) Minimal maintenance costs

(2) Equipping a new lab costs about $6,500

(3) Includes staff salaries

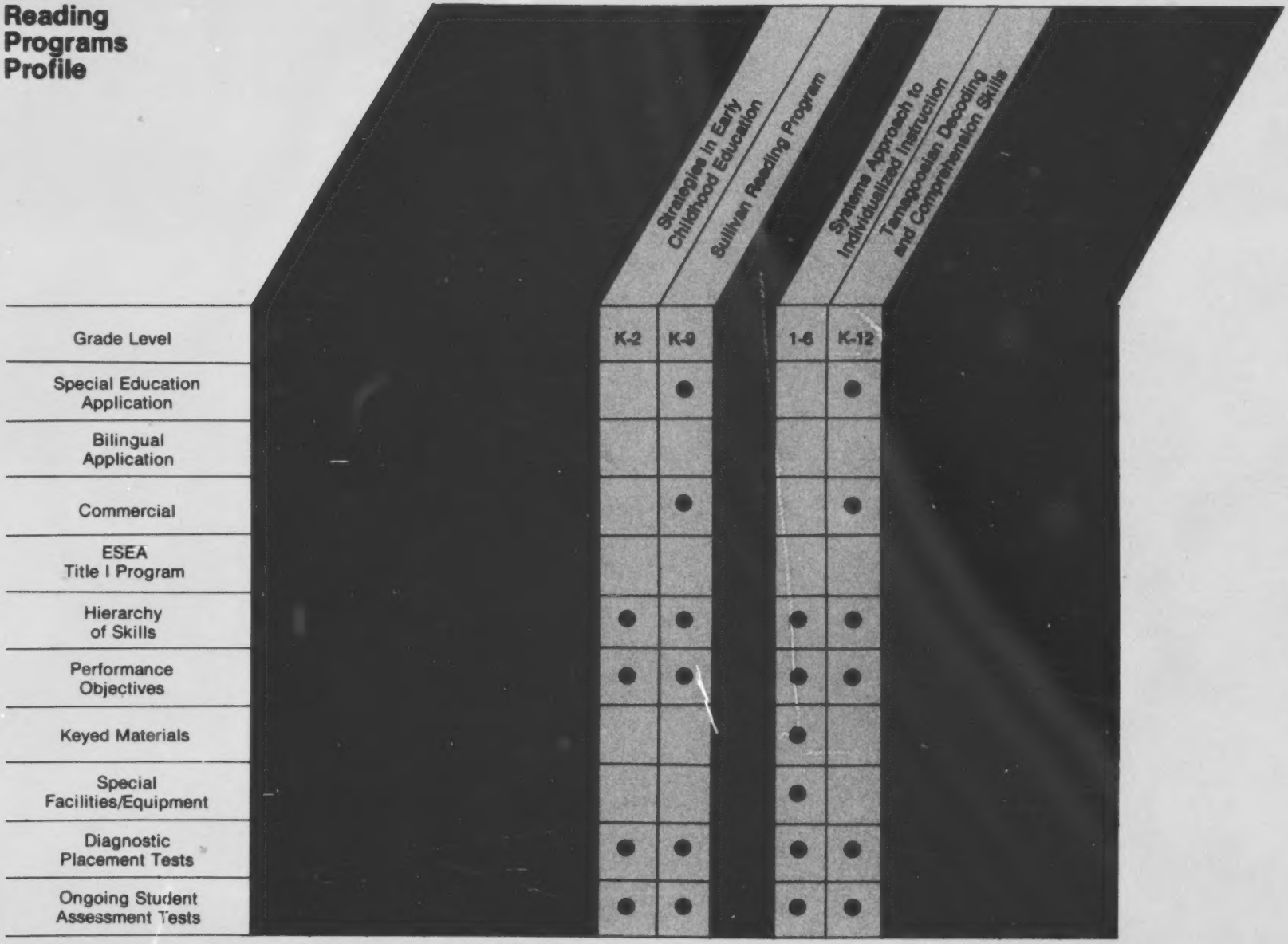
(4) Equipping a new reading room/ clinic costs about $5,000

(5) Varies with existing LEA needs and resources

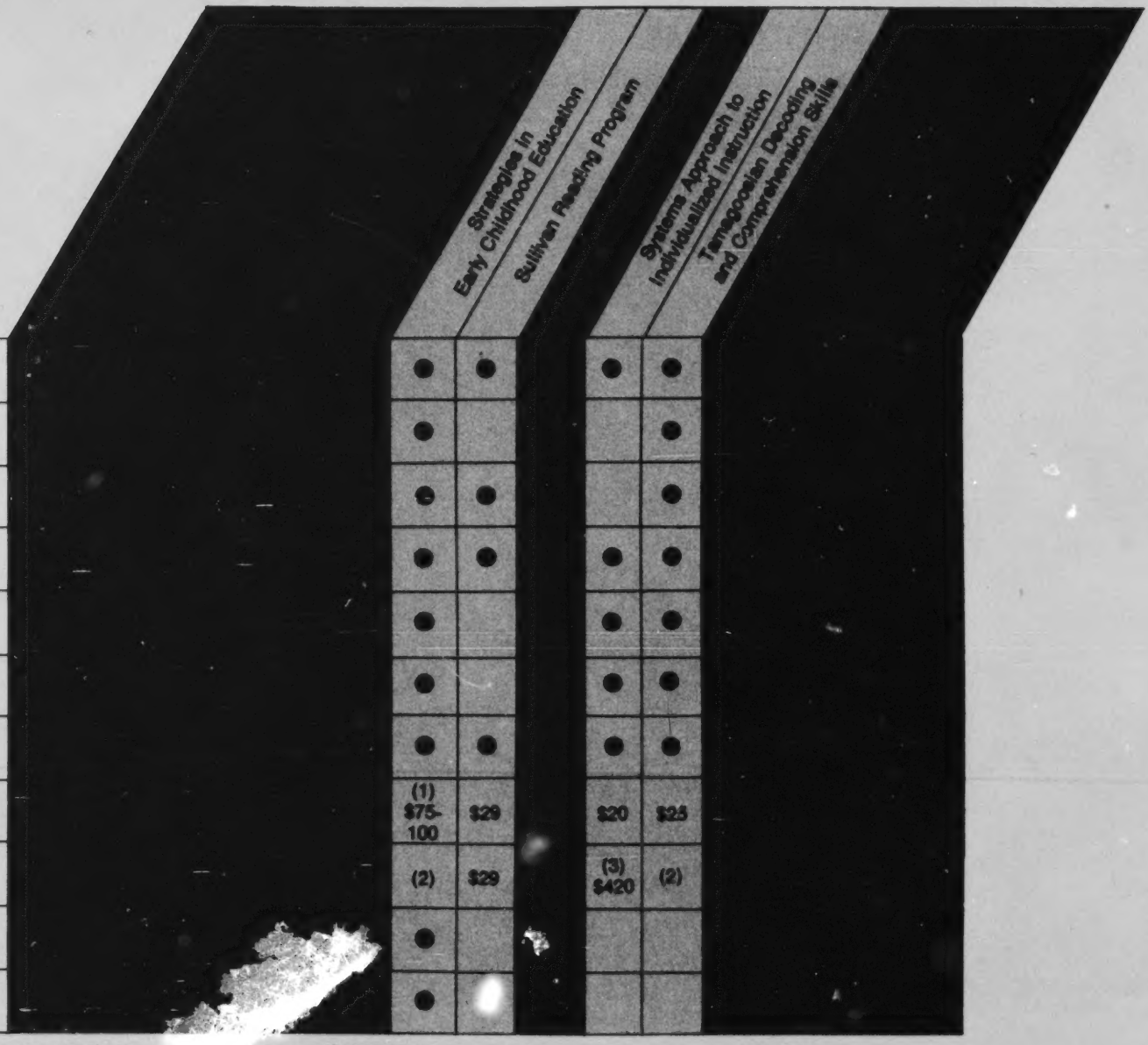
(6) A new lab costs about $3,000 for equipment alone

(7) Varies for different program levels

Reading Programs Profile



Reading Programs Profile (continued)



	Strategies in Early Childhood Education	Sullivan Reading Program	Systems Approach to Individualized Instruction	Temposcalsin Decoding and Comprehension Skills
Classroom Management Procedures	●	●	●	●
Record Keeping Materials	●			●
Teacher Manual	●	●		●
Students Work Independently	●	●	●	●
Students Work in Groups	●		●	●
Teacher Aide(s) Suggested	●		●	●
Provides for Necessary Inservice	●	●	●	●
Per Student Start-Up Estimate	(1) $75-100	$29	$20	$25
Per Student Maintenance Estimate	(2)	$29	(3) $420	(2)
National Validation of the States (I.V.D.)	●			
Approved by USOE JDRP	●			

(1) Per classroom estimate
(2) Minimal maintenance c
(3) Includes staff salaries
(4) Varies with existing LEA needs and resources
(5) Varies for different program levels
(6) Varies according to teacher use of materials

ACADEMIC ADVANCEMENT PROGRAM (AAP)

Morristown, New Jersey

NATURE OF THE PROGRAM

Type:
- A program of individualized, performance-based, self-paced instruction in language arts, employing the principle of mastery learning

Audience:
- Students in grades 6-8
- For remedial use in grades 9-12

Purpose:
- To achieve an increase in the average learning rate of students taught in a heterogeneous classroom
- To prove that such heterogeneously mixed students can achieve progress at the same growth rate as those grouped homogeneously by skill level

Rationale:
- Seeks to meet the educational needs of individual students while achieving and maintaining social integration in a community of cultural and racial diversity

WHAT HAS THE PROGRAM ACHIEVED?

The program achieved its objective which was to demonstrate that AAP instruction in a heterogeneous group is as effective as homogeneous group instruction in the teaching of language arts skills. Experimental students, in fact, generally made higher gains than control students exposed to traditional homogeneous grouping. The data suggested that heterogeneous instruction is a viable alternative to a traditional homogeneous approach in a public school setting.

HOW DOES THE PROGRAM WORK?

Organization: The language arts program is broken down into a reading system, a composition system, and a grammar and spelling/vocabulary system. In all cases, learning mastery is promoted through the presentation of sequentially ordered hierarchical skills. Students are exposed to a variety of literature and are trained in the techniques of expository and creative writing at the level of complexity dictated by their achievement in the grammar skills program.

Materials and activities: The commercial program required for AAP replication is the *BE A BETTER READER SERIES* (Prentice-Hall). Materials provided by AAP include:

1. A teacher's manual
2. A progress record for each student
3. Skills packets
4. Home packets
5. Student-parent questionnaires

Students work in large groups, in small groups, and individually, spending from 40-60 minutes per day in the AAP class, depending upon their grade level and need. Approximately 75 minutes per week of homework is also expected. The teacher acts as a facilitator of self-paced instruction, rather than as a lecturer. Assistance in classroom management (grading papers, record-keeping, etc.) is provided by one or more teacher aides.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: AAP offers orientation presentations, visitation opportunities, dissemination materials, and training services to interested educators. The demonstrator site provides four-day training workshops free of charge to those districts agreeing to replicate the essential elements of the original program. It is requested that the replicating district send at least one administrator to the training workshop, in addition to the teachers. Formal training of aides is not required.

Cost: The installation cost is approximately $10-$14 per student, depending upon grade level. Maintenance costs for later program years are approximately $9-$12 per student. The installation cost of storage facilities for the learning materials (a necessary aspect of classroom management) is no more than $200.

CURRENT STATUS AND CONTACTS

AAP is a nationally validated, New Jersey dissemination/demonstration project under ESEA Title III-IV(C).

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

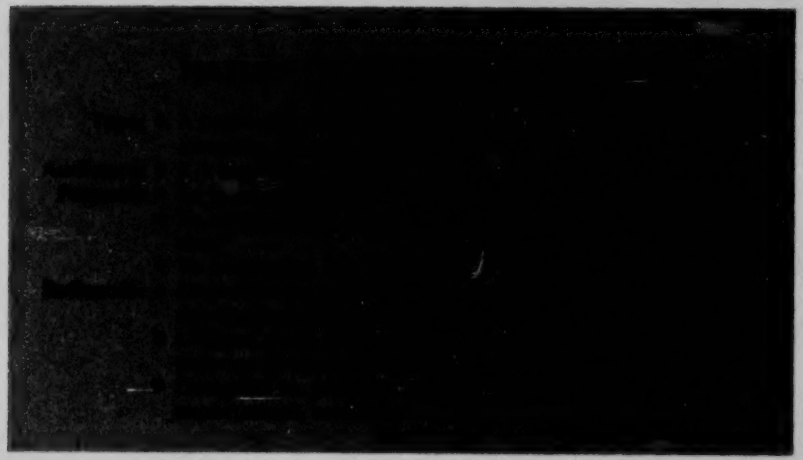
Send for Pamphlet No. **R2.**

Additional information may be obtained from:

Joseph H. Dempsey
Academic Advancement Program
40 Mills Street
Morristown, New Jersey 07960
(201) 539-6100

ACTION-READING

Allyn and Bacon
Rockleigh, New Jersey



WHAT HAS THE PROGRAM ACHIEVED?

The impact of the program on a K-3 population described as 38% white, 32% black, and 22% Puerto Rican, and 8% other was significant. At the conclusion of kindergarten, students attained a mean grade equivalent score of 1.4 on the *Lee Clark Reading Readiness Test*, compared to the normative score of 0.9. First, second, and third graders attained mean gains on the *California Reading Test* which exceeded one month's gain for each month of instruction.

HOW DOES THE PROGRAM WORK?

Organization: The program is designed to be taught three hours daily. It has twelve teaching units which are divided into the following major sections: 1) Parents as Partners; 2) Defining and Evaluating the Skills; 3) Presentation of the Skills; 4) Shaping the Sounds (Penmanship); 5) Developing and Reinforcing the Skills Through the Gang; 6) Gang members Work Individually. The class is called a gang to suggest the close-knit classroom community that is developed.

The introduction to each unit gives a synopsis of skills to be introduced as well as ways in which they are presented and reinforced.

The program is designed for use primarily in a self-contained classroom with a flexible organization to provide for individual, small group and large group instruction. Teacher aides may be used successfully but are not required.

Materials and activities: There are six primary components of ACTION-READING. The Teacher's Guide provides detailed descriptions of a variety of teaching methods and approaches. In addition, many materials such as Sound Cards, Word Charts, an Alphamobile and work sheets are provided. These materials suggest diverse activities to the teacher.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: A professional inservice program is available on a fee basis to interested school districts. However, according to the program's own descriptive literature, the Teacher's Guide provides all the necessary background for full implementation.

Costs: Complete kits are available for $258.00, and replacement components (except for the Teacher's Guide) may be purchased separately. Maintenance costs will vary according to individual teacher's use of the program.

CURRENT STATUS AND CONTACTS

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R1.**

Additional information may be obtained from:
Allyn and Bacon
Rockleigh, New Jersey 07647
or
470 Atlantic Avenue
Boston, Massachusetts 02210
Atlanta, Georgia 30312
Dallas, Texas 75247
Belmont, California 94002

REFERENCES

Clark, Kenneth B. (Editor) "ACTION-READING, A Reading Program developed by George O. Cureton," New York: Metropolitan Applied Research Center Urban Affairs Series, August, 1971.

Hamlin, Tab, "Memo to Allyn Bacon Salesman and Consultants regarding Cureton Validation," October 24, 1973.

ALL DAY KINDERGARTEN (ADK)

Cincinnati Public Schools
Cincinnati, Ohio

WHAT HAS THE PROGRAM ACHIEVED?

The Cincinnati All Day Kindergarten program was selected by the National Right to Read Commission as one of twelve outstanding validated reading programs in the United States. This selection culminated a nationwide survey of 1,500 programs by the American Institute of Research for the Right to Read Office. The program has also been endorsed as effective by the Dissemination Review Panel of the U.S. Office of Education in terms of student outcomes, cost effectiveness, and exportability.

Standardized test results revealed that children enrolled in ADK made significantly greater gains in reading achievement than children enrolled in regular half-day kindergarten classes, despite the fact that ADK children started the year with substantially lower test scores. A comprehensive longitudinal study demonstrated that the ADK children attained higher achievement levels than half-day students and that these differences were maintained through the second grade.

HOW DOES THE PROGRAM WORK?

Organization: ADK stresses the development of the "total" child, including cognitive skills, social skills, and physical and mental health. Children attend classes five hours a day, five days a week, performing a variety of activities designed to increase their motor, perceptual, and auditory skills, and their language and concept development. Parent involvement is a vital part of the program, and parent participation in the classroom is encouraged. Children also experience a variety of new experiences through weekly field trips. Class sizes range from 20 to 25 children and classes are staffed by one certificated teacher and one aide.

Materials and activities: The basic program in each classroom provides for the use of the *Sullivan Readiness for Language Arts Program and First School Experience*, a curriculum guide developed through the project. Activities are highly structured, but are implemented with a flexibility that is designed to meet the needs of specific children. The program is concerned with providing a classroom environment which will encourage development of the skills, attitudes, and work habits necessary for experiencing success in the regular school program.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Teachers elected for the program should have at least one or two years of kindergarten teaching experience. Project staff does not offer direct training to replicating districts, however, the ADK program provides a model for staff training. This model is characterized by continuous inservice meetings, for both teachers and aides, which are designed to insure professional growth and increasingly effective performance.

Cost: The program extends regular half-day kindergarten sessions to full day, utilizing Title I funds for the second half. The major start-up cost is for materials. The project generally provides $375 per classroom for materials and supplies and $125 for trips, a total of $500 for the first year. Schools should plan for an annual maintenance budget of $300 per classroom.

CURRENT STATUS AND CONTACTS

ADK is currently operating in 22 Cincinnati schools with 680 children enrolled in the program. The program is funded by the Cincinnati Board of Education and ESEA Title I. As a result of its endorsement as an outstanding validated program by the Right to Read Commission and the Dissemination Review Panel of the U.S. Office of Education, a detailed multi-media program kit has been developed. The kit is available either through State Education Agencies or through ERIC.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R3.**

Additional information may be obtained from:

Mrs. Ruth Wernersbach
Director, Title I

or

Mrs. Jane F. Pope
Project Coordinator
230 East Ninth Street
Cincinnati, Ohio 45202
Phone: (513) 369-4000

ALPHA ONE

New Dimensions In Education

Norwalk, Connecticut

NATURE OF THE PROGRAM

Type: • A language arts program that utilizes game techniques to induce learning

Audience: • First and second grade beginning readers

Purpose: • To teach basic reading and language skills in an imaginative format

• To develop within a child a sense of his own success and fun in learning to read

Rationale: • Emphasizes word mastery through phonics

• Capitalizes on a child's ready response to tangible game situations rather than abstract drills

WHAT HAS THE PROGRAM ACHIEVED?

Alpha One was evaluated formally for its effectiveness with economically disadvantaged children in 1969-70. The program was used with one classroom at PS 115 in New York City, and results were compared against those of a control classroom in the same school which had used regular materials. At the end of the first year, the Alpha One group had median scores of 2.8 (comprehension) and 3.1 (vocabulary) on the *Gates-MacGinitie Reading Test*, while the control group scored 1.9 and 2.1 respectively. A follow-up study made a year later showed that all Alpha One pupils still available for testing were reading at the fourth grade level in mid-second grade. Similar impressive results have been reported in Nanuet, New York, a middle class community, where all first grade classrooms use the program.

HOW DOES THE PROGRAM WORK?

Organization: Intended for use in the typical first grade classroom, Alpha One is divided into three parts in order to teach the individual letters of the alphabet, decoding and spelling skills, and decoding of polysyllabic words. In all three divisions, the program is organized around a set of 26 Letter People, each with a distinctive personality. The Letter People and the children interact in many activities aimed at teaching the content of the program.

The program is designed for daily use totalling one hour; each lesson can be presented in shorter portions in the morning and afternoon.

Materials and Activities: Program materials include the *Professional Guide*, containing detailed lesson plans and tests; *Chatterbooks* for each child, containing seatwork for decoding, spelling, reading and writing in the form of poems, pictures, and reading passages; *Letter Meeting Greeting Packets* to introduce the Letter People to each child; placards representing each of the Letter People; *Story Pictures* which illustrate basic phonetic principles; *Alpha One Books For Fun*, which are eight-page story books providing an introduction to the first letters, and are to be taken home to keep; and the *Chatter Album*, a long-playing record using stories about the Letter People to teach sounds, with special attention to vowels and diphthongs. Additional materials include an individual chalkboard for each child, two puppets, duplicating masters of assessment exercises, and a filmstrip.

Alpha One is a set of highly structured, sequenced lessons which make strong appeal to the first grader's sense of fantasy and fun. Lessons consist of rhymes, stories, humorous experiences, games and puppetry. The alphabet and its associated phonics principles are taught using stories about the letter people. Games are used to reinforce the child's use of these principles in reading and spelling words, and to teach word attack skills.

Although two readers are used with the program, students are encouraged to read anything which interests them, regardless of difficulty level. Student progress and understanding are assessed constantly as part of the games. Weekly assessment is provided by the "Let's Make Sure" tests which are done as seatwork, corrected, and taken home.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Training: No special inservice training is needed if the teacher follows the prescribed lesson plans.

Cost: The Alpha One Kit, which contains all materials necessary for a class of 30, costs $425.00 initially. It has an expected usefulness of three years, with replacement of consumables amounting to approximately $95.00 per year. The per student expenditure per year therefore averages to approximately $6.75, depending upon class size and other factors. These costs will be refunded by the publisher if the school or district is dissatisfied with the program.

CURRENT STATUS AND CONTACTS

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R4.**

Additional information may be obtained from:

Dr. Alan Pratt
New Dimensions in Education
83 Keeler Avenue
Norwalk, Connecticut 06856

Supplementary versions of these programs are now available for under $100.00.

ALPHAPHONICS

Ponderosa School
South San Francisco, California

NATURE OF THE PROGRAM

Type:
- A 28 week success-oriented reading readiness program using an organized phonics system
- Can be used as readiness for any basal reading series

Audience:
- Students at all ability levels in preschool, kindergarten and primary grades
- Has been used successfully with bilingual children and children with learning disabilities

Purpose:
- To increase reading achievement through the acquisition of basic readiness skills
- To help children develop positive academic self-images

Rationale:
- Based on repetition, discovery, mystery and memory aids
- Combines positive reinforcement with a profound belief in the ability of each child to succeed

WHAT HAS THE PROGRAM ACHIEVED?

Reading readiness scores were compared for ALPHAPHONICS students and students from 12 other elementary schools in the district who had not received ALPHAPHONICS training. Prior to the evaluation, the two groups were compared statistically to ensure their similarity in terms of the ratio of boys and girls in each group, the language background of the children, parents' occupational levels, and students' IQs. No significant differences were found between the two groups.

Both groups were tested for reading readiness at the end of kindergarten, and for reading achievement at the end of third grade. ALPHAPHONICS students were found to have shown a significantly higher reading readiness level prior to entering first grade. Moreover, their reading achievement at the end of grade three was significantly more advanced than that of the control groups, taken either as a whole or as individual groups.

HOW DOES THE PROGRAM WORK?

Organization: The ALPHAPHONICS lessons are geared to build children's self-images and confidence. The program combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition associated with these reading readiness activities is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and is a source of great curiosity to the children. The children believe that Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration. In this way the children readily identify with him. An ALPHAPHONICS lesson lasts about 30-45 minutes every day. The program does not require the use of a teacher's aide, though the use of aides would allow for increased individual attention to be given to each student.

Materials and activities: The only major item needed for this program is a copy of the ALPHAPHONICS Book for each teacher. This book contains the following:

—Detailed daily lesson plans for use by the inexperienced as well as the experienced teacher.

—Sample worksheets which must be reproduced by the teacher on a Xerox, Thermofax, or similar machine for distribution to the children.

—Astro's Bag to be used in transmitting worksheets, letter flash cards, and special surprises to the children from their friend Astro.

Optional material includes the Astro Doll, and a One to One Booklet which is useful for parents to reinforce lessons at home and aides to use in class.

The first part of an ALPHAPHONICS lesson consists of a lively class discussion during which the teacher presents the day's worksheet. While the children are busy with the worksheets, the teacher works individually with students who need reinforcement. In addition to working with ALPHAPHONICS, the children do a reading and writing paper each day based on the district's pre-primer.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Although inservice is not required for implementing the program, it is highly recommended. Demonstration/Visitation may be arranged at the project site, and the project staff is also available for initial follow-up training. Teachers can initiate the program by carefully studying the manual, and receive training after the program has begun.

ALPHAPHONICS is used as a text with other related materials for the California Instructional Television Consortium course, "What Do You Expect?" This televised college credit course is for teachers, parents, and aides, and 13 half-hour video-tapes are available to districts for training through purchase and/or rental. The audio-visual presentation is available from National Audio-Visual Laboratory in Washington, D.C.

Costs: The only costs for implementing the program would be the cost of the ALPHAPHONICS Book and Astro's Bag which is $29.95 per classroom. Also available but not required are Astro Doll ($29.95) and ALPHAPHONICS One to One ($1.00). Training costs are for travel expenses.

CURRENT STATUS AND CONTACTS

In 1975 the program was nationally validated and chosen by the American Institute of Research as one of twelve outstanding "Right to Read" programs. This resulted in dissemination funding. The program is presently in operation in several schools in South San Francisco and has been adopted for use in hundreds of classrooms in twenty-five states. Demonstration/visitation is scheduled frequently at the project site.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet **R5.**

Additional information may be obtained from:
Dr. Lenore Jacobson, Principal
Ponderosa Elementary School
South San Francisco, California 94080
(415) 589-6272

BAPTIST HILL KINDERGARTEN

Greenville, Alabama

WHAT HAS THE PROGRAM ACHIEVED?

Students participating in the program achieved average gains of three stanines from pre- to posttest in basic skill areas. Teachers also noted substantial pre-post gains in affective areas. Because of the preschool program, fifty-five percent of the students did not need to be enrolled in Title I programs when they entered first grade. Of the remainder who did need Title I assistance, forty percent scored several months ahead of their first grade classmates who were not exposed to the preschool program.

HOW DOES THE PROGRAM WORK?

Organization: The Baptist Hill Kindergarten program is an early education Title I program which provides curricular activities in four academic areas. The classrooms are organized into Learning Centers, each with a particular instructional focus. Each class is taught by a teacher and teacher aide so that a student-to-teacher ratio of 16.5 to 1 can be maintained. The program operates five days per week from eight in the morning until two in the afternoon, and free breakfast and lunch are provided to most program children.

Materials and activities: The classrooms are fully equipped with many learning and play materials. A wide variety of commercially available early childhood materials are utilized in prescriptive programming for mathematics, social studies, science, and language activities. Learning Centers activities foster the development of skills in creative arts, music, natural science, family life, and psychosocial development.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Regularly scheduled inservice training opportunities are recommended for teachers and teacher aides who implement the program. A week of training prior to implementation is also recommended. Awareness materials for adopter districts are available, and arrangements can be made for training at the adapter site.

Costs: Initial installation costs will vary according to the resources already available in a district. Annual maintenance costs are about $804.00 per student.

CURRENT STATUS AND CONTACTS

The Baptist Hill Kindergarten program has been in operation in Butler County for three years, and school districts in Alabama have adopted the program. The program has been nationally validated and approved by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R6.**

Additional information may be obtained from:

Ms. Marjorie Maddox
Butler County Board of Education
P.O. Box 160
Greenville, Alabama 36037
(205) 382-2665

CLASSROOM INTERVENTION: INDIVIDUALIZED BASIC SKILLS READING PROJECT

Seattle, Washington

NATURE OF THE PROGRAM

Type: • An individualized basic skills reading project
Audience: • Inner-city minority students in grades K-6
Purpose: • To develop an individualized reading procedure that is effective for inner-city elementary schools with a concentrated minority population
• To increase the reading achievement levels of minority students and special education children as quickly and efficiently as possible
Rationale: • Offers an alternative strategy for meeting a wide range of student needs and reading abilities
• Provides a management system for individualizing instruction and accurately monitoring students' reading growth within a school's existing curriculum

WHAT HAS THE PROGRAM ACHIEVED?

The Classroom Intervention Program sought to have a significant impact on the reading ability of three target populations: 1) students at inner-city schools with large minority group populations, 2) students described as Educable Mentally Retarded, or Learning Language Disabled, and 3) Title I students in a supplementary reading program conducted in a reading center. Comparisons of gains achieved by project students on standardized reading tests with local norms for each of the target populations indicated that the program was successful in attaining its objectives.

HOW DOES THE PROGRAM WORK?

Organization: This program sequentially organizes commonly used basal reading series into an individualized approach. The individualized procedures are designed to adapt existing curricular materials into a contract format which allows each student to move individually through the scope and sequence of these materials. It provides: 1) an assessment procedure for specifying a level at which a student will be able to successfully function within the reading series; 2) a contract system which coordinates the different components of the reading series into skill units; 3) mastery criterion for all skill objectives and a data system related to individual student progress; and, 4) standardized classroom management procedures.

Materials and activities: The individualized instructional procedures have been developed for use with four basal reading series: Ginn 360 Series; Lippincott Series (1968); Sullivan Associates Programmed Readers; and, Plus-Four Booster Series. The primary usage has been with the Ginn 360 and the Lippincott Series, which are more commonly available and offer a wider breadth of skills and range. The reading program utilizes all components of the basal reading series (book, workbook, duplication masters, codebooks and supplemental readers) and adds the contract forms which coordinate the use of all these curricular components. The project's contract format organizes all components of the curriculum into skill units and establishes mastery criterion for each step. The contract serves as an organizational device which provides the individualized reading program for each student. In essence, the project has standardized the use of curricular materials and classroom management procedures across grade levels.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training related to the individualized assessment and instructional approaches utilized in this program is suggested. Awareness materials can be obtained from the project, and visitors are welcome at the project site. Arrangements can be made for training at the project site or at an adopter site. The adopter district must pay for training costs.

Costs: If no basal reading series are available in a school, start-up costs for curricular materials may run as high as $11.03 per student. An annual curricular cost figure of $5 per student is estimated to be a reasonable maintenance expenditure. Costs for an instructional aide will vary in different districts.

CURRENT STATUS AND CONTACTS

Classroom Intervention passed the National Validation of the States (IVD) evaluation process and served as a state-wide demonstration and training center during 1975-76. The project was approved by the Joint Dissemination Review Panel of the U.S. Office of Education, and will serve as a national demonstration and training center during the year 1976-77.

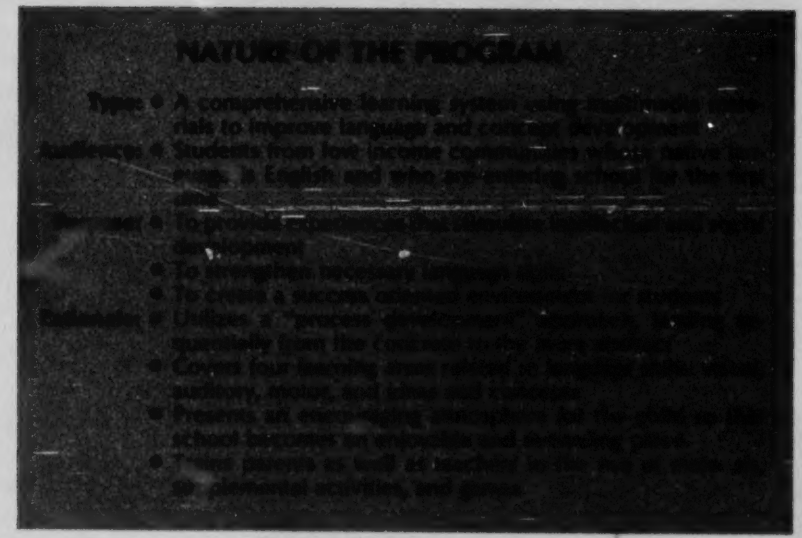
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R9.**

Additional information may be obtained from:
Dr. Wayne E. Foley and Robert B. Hamilton
Project Directors
615—12th Avenue South
Seattle, Washington 98144
(206) 587-6371

CONCEPTS AND LANGUAGE

Southwest Educational Development Laboratory
Austin, Texas



WHAT HAS THE PROGRAM ACHIEVED?

Results of criterion-referenced pre-posttesting showed that 80 to 95% of project students mastered objectives related to Visual, Motor, Auditory and Prewriting skills. Different ethnic groups were equally successful in meeting these goals. In addition, on the *Raven Matrices*, a standardized test of cognitive ability, program students made greater gains than a control group which was matched by prescore and ethnicity.

HOW DOES THE PROGRAM WORK?

Organization: The materials of this language arts program are organized into twelve units centered on themes close to the children's experience such as family and home, food, and body awareness. Each of the curriculum units covers Visual, Auditory, and Motor Learning experiences, as well as Ideas and Concepts. The program is designed for a full school day which is organized into group and independent work. A teacher aide is essential to this process. The program can also be used with a halfday schedule.

Materials and Activities: The carefully structured lesson plans supplied by the program help the teacher use a variety of instructional media including filmstrips, tapes, ditto masters and other software. Staff training materials and parent activity materials are also included. Unit tests and mastery tests are an integral part of the program, providing continuous student assessment.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: Instructional staff materials included in the program assist the teachers in setting up and organizing the classroom, and in planning and coordinating activities. These materials consist of a filmstrip and audio-tape overview of the program, manuals for coordinators and teachers, and special training manuals with filmstrips and audio-tapes. No further training is needed.

Costs: The entire program costs $497 for a maximum class size of 35. Maintenance costs are minimal.

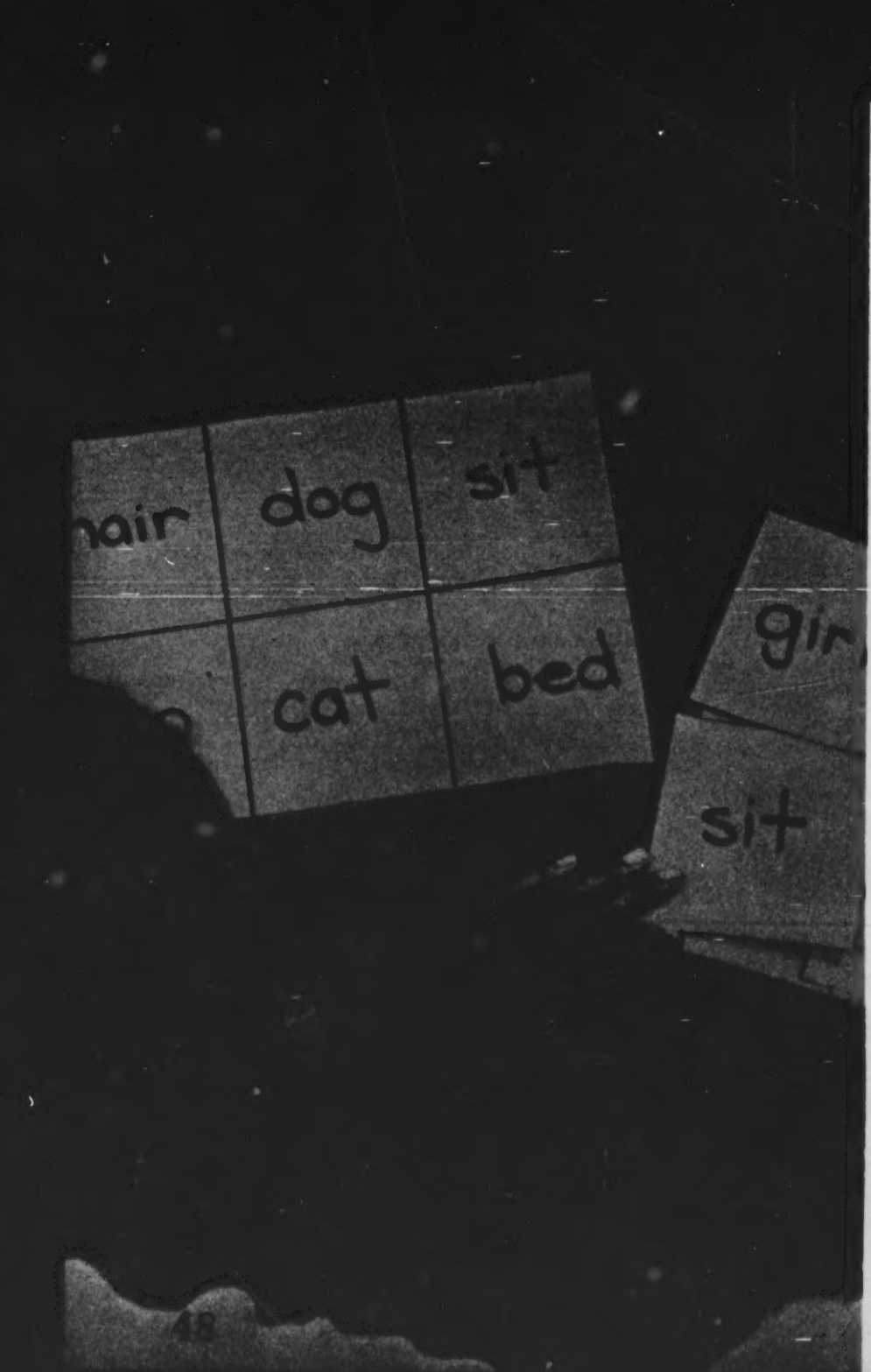
CURRENT STATUS AND CONTACTS

The program was developed by the Southwest Educational Development Laboratory with contributions from several agencies including the National Institute of Mental Health, the U.S. Office of Education, and the National Institute of Health, Education and Welfare. It is complete and available for use.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R11.**

Additional information may be obtained from:
National Educational Laboratory Publishers, Inc.
Post Office Box 1003
Austin, Texas 78767



THE CREATIVE READING APPROACH

Trenton, New Jersey

WHAT HAS THE PROGRAM ACHIEVED?

A major evaluation goal of the project was to determine the effectiveness of the CRA program by comparing the end-of-the-year achievement in reading of a group of first graders participating in the program (Experimental Group) with a comparable group of first graders taught by other methods (Control Group). In 1974, 1975, and 1976, mean raw scores in reading comprehension, as measured by the *Gates-MacGinitie Primary Reading Test,* were compared for the Experimental and Control Groups using an analysis of covariance design. The covariant in 1974 consisted of kindergarten scores on the *Gates-MacGinitie Readiness Skills Test;* in 1975, of kindergarten scores on the *Murphy-Durrell Reading Readiness Analysis Test;* and, in 1976, of beginning first grade scores on the *Metropolitan Readiness Test (Level 1).*

Results indicated (1) project children scored significantly higher in comprehension than did those in the Control Group; (2) significantly greater numbers of CRA students were working at higher reading levels than were those in the Control Group; and, (3) bilingual children in the CRA group were at higher levels of reading achievement than were the bilingual children in the Control

Group. Thus, CRA appears to provide the major components needed for a successful beginning reading program for these children.

HOW DOES THE PROGRAM WORK?

Organization: CRA is divided into Levels I and II. Level I is designed for kindergarten children or those children who need reinforcement in basic language concepts and learning readiness skills. Level II starts the children with preprimers and primers, with work in both vocabulary building and comprehension. Music plays a key part in the CRA program.

The vocabulary used in the preprimers and comprehension sheets includes those basic primer words most commonly used in basal readers, so that children using CRA as their beginning program can easily read other basal series to learn more advanced reading skills. Student needs are determined using a readiness test developed by the program. Progress is assessed through the mastery tests provided with the program, and through teacher observation.

Materials and activities: Level I materials consist of the readiness test; musical language tapes keyed to specific skills and worksheets; patterns for puppets to be used with the language tapes; visual and auditory perception reinforcement sheets; and letter recognition musical tapes and worksheets. Level II includes decoding worksheets and tapes, and preprimers which employ animal and fantasy stories in order to avoid socio-economic discrimination. There are also comprehension sheets which can be used throughout the year. CRA provides a teacher's manual with a record-keeping section which includes a checklist of skills and suggestions for teaching them; mastery sheets for the evaluation of each basic skill as it is taught; a booklet, *Spanish for the Classroom,* with a pronunciation tape which enables the teacher to communicate immediately with Spanish-speaking children; and letters to parents letting them know which skills are being taught for the month, with helpful hints on how these skills can be reinforced at home. Teachers follow the checklist of skills for developmental and systematic introduction of language and reading concepts. The teacher's manual provides sample lesson plans and sample grouping for instruction. The cassette tapes are keyed to worksheets to give students an auditory as well as visual approach to reading.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Training: Staff training is recommended in areas which directly relate to coordinating the implementation of the project as well as to the teaching of beginning reading skills. Arrangements can be made for training sessions conducted by the project staff at the adopter district site. The only cost to the adopting district is for providing released time to staff who will be trained.

Cost: The estimated installation cost for a single classroom of 25 to 30 students is $212, which includes the Creative Reading Approach materials package, at $75, and a quantity of ditto paper, costing approximately $12. Released time expenditures for teachers to attend inservice training amount to about $125 per teacher. Maintenance costs are minimal and are limited to the replacement of ditto paper and ditto masters.

CURRENT STATUS AND CONTACTS

The Creative Reading Approach was validated in 1976 through the National Validation of the States (IVD) process as educationally effective, cost-effective, and exportable. In Spring, 1977, the Grant School in Trenton, New Jersey, will become the demonstration site; program materials will be ready for dissemination at that time.

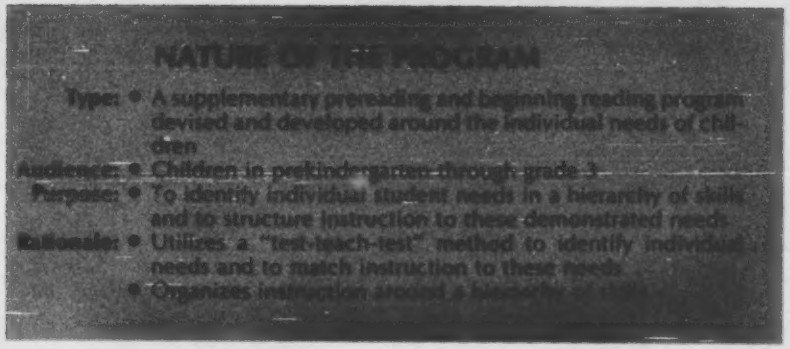
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R66.**

Additional information may be obtained from:
Chanda L. Moore, Project Director
The Creative Reading Approach
The Cook School
Trenton, New Jersey 08609

CRITERION READING INSTRUCTION PROJECT (CRIP)

Linden Public Schools
Linden, New Jersey



WHAT HAS THE PROGRAM ACHIEVED?

Students in prekindergarten through grade 3 were assessed for levels of functioning in the cognitive, affective, and psychomotor domains. Selected subtests of the *Circus Test* (Educational Testing Service) were used to judge cognitive and psychomotor performance for prekindergarten, first and second grade students; grades 2 and 3 were examined using the district-developed *CRIP Criterion Referenced Reading Test* and the *Linden Criterion Referenced Psychomotor Checklist.* Affective functioning at all grade levels was assessed using the *Linden Attitude Inventory,* subtest "How I Tell About Myself and My Class." For each grade, specific end-of-year performance objectives on each instrument were established.

Results indicated that all grade levels met the cognitive and psychomotor performance objectives; moreover, on all subtests of the *Circus Test,* scores approximated those of national norms. On the affective measure, all grades met the criterion except for grade 3.

HOW DOES THE PROGRAM WORK?

Organization: Specific program performance objectives have been set up in nine broad skill areas, and all teaching is based upon needs assessment. Areas of assessment include large and small motor skills, handwriting skills, listening-comprehension skills, auditory discrimination skills, oral vocabulary, visual comprehension, and visual discrimination skills.

Children go to a specially equipped room where instruction is geared to their demonstrated needs. Activities are arranged around learning centers in an open classroom fashion, and the children work in small groups or independently.

Prekindergarten and kindergarten children in the public schools meet for two and one-half hours in either a morning or afternoon session, five days per week. Children in the kindergarten program in the parochial schools and first, second, and third grade students in all schools are scheduled for a minimum of one half-hour per day, five days per week for the project. Teacher aides are helpful for duplicating materials, maintaining the classroom inventory of equipment and instructional supplies, and recording test scores.

Materials and activities: The project staff has developed curricular materials based upon the progression of skills used in the project's criterion checklist. In addition, the Peabody Language Development Kits, phonics kits, instructional games, workbooks, teacher-made cassettes, filmstrips, cartridge films, phonograph records, flash cards and manipulative materials are used. Use of the materials varies with individual teachers.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is helpful. However, no special training is available to districts through the project. Teachers are provided with the criterion skill lists, and the Title I project staff is currently coding the materials to specific skills for easy reference.

Cost: For 1975-76, the per student cost was approximately $763, which included funds for supplies, equipment, and staff salaries.

CURRENT STATUS AND CONTACTS

The skills curriculum is continually refined by the project staff and new skills and areas added when they are appropriate.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R13.**

Additional information may be obtained from:

Miss Anita Schmidt
Director of Elementary Education & Title I
School No. 4 Annex
Dill Avenue
Linden, New Jersey 07036
(201) 486-3286

DALE AVENUE URBAN EARLY CHILDHOOD EDUCATION

Paterson, New Jersey

NATURE OF THE PROGRAM

Type: • A total school curriculum based on performance objectives stressing basic skills and standard English as prerequisites to academic success

Audience: • Urban children in preschool through third grade

Purpose: • To bring the average academic performance and I.Q. of the participants up to the national norm, and to maintain this gain for three years

Rationale: • Designed to provide educationally stimulating experiences for urban preschool through third grade children

• Based upon the use of performance objectives, followed by careful assessment of student progress

• Emphasis on parental involvement in the activities of the children and the school

WHAT HAS THE PROGRAM ACHIEVED?

A three part evaluation design was utilized to:

1. Compare the achievement of a random sample of experimental and control group participants on the *Peabody Picture Vocabulary Test;*
2. Compare the pre-posttest performance of the experimental and control group students on the locally developed Performance Objective Test, the *Stanford Achievement Test* and a standardized Child Behavior Scale;
3. Monitor the pre-kindergarten and kindergarten students through random sample testing using the *Peabody Picture Vocabulary Test,* the Skill Assessment Tests, and the !dentity and Body Parts Checklist.

Analysis of the test data indicated that the experimental group made significant gains from entrance into pre-kindergarten through kindergarten, and maintained I.Q.'s at a national norm through first and second grade. Significant differences were also found between the experimental and control groups. Although third grade students also showed significant gains in I.Q., their progress was not as significant as that of the first and second graders, nor did they reach national norms.

HOW DOES THE PROGRAM WORK?

Organization: The Dale Avenue curriculum is a series of sequentially ordered performance objectives in such skills as listening, naming, speaking, perceptual motor skills, math, and seriation. Mastery of each skill is assessed before the next skill is presented. Progress is recorded in individual record books which accompany students to the next grade. A unique feature of the program is that during the first 45 minutes of each day, all available school staff teachers read to small groups of children who exhibit similar needs.

Materials and activities: The following materials have been developed by the project staff and are available at cost:

Dale Avenue Performance Objective Manual and Teacher's Guide
Manual on Special Area Performance Objectives
Learning Activities for the Dale Avenue Performance Objectives
Test Manual to Accompany the Performance Objectives
Record Book for Recording Individual Student Progress
Administrator's Guide

The materials listed below are available free of charge:

Final Evaluation Report
Suggested Evaluation Design for Adoptions of the Program
Overview brochure
Order form for materials

"What Comes After Ten, Tasha?" a 30 minute color film narrated by Gary Merrill, and showing the program in operation in the Dale Avenue School, may be borrowed free of charge.

The basic reading materials used in the program are the Bank Street Readers, workbooks, supplementary books, reading games, and phonics and word attack activities. Many special materials are available for working with children with particular language and learning difficulties; these materials include parquetry blocks, counters, peg boards, puzzles, toy money, playing cards, crossword puzzles and Peabody Language Kits.

Classroom activities will vary with the needs of the students and the particular skill being taught.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Many workshops for teachers, paraprofessionals and parents are available through the project. Some areas covered in the workshops are use of classroom perceptual training materials, suggestions for developing receptive and expressive language, and examination of children's learning and behavior

problems. Follow-up consultations are also available to educators from other districts.

Costs: The cost of implementing the program is basically for staff training, follow-up supervision and support, and evaluation. After this initial start-up investment, maintenance costs should not require an increase in the operating expenses of most districts.

CURRENT STATUS AND CONTACTS

The program has been funded as a demonstration site by the N.J. ESEA Title IVC program. The staff offers educators the opportunity to visit the project site, see the program in operation, and receive training in its replication. Materials required for the program are available at cost.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R16.**

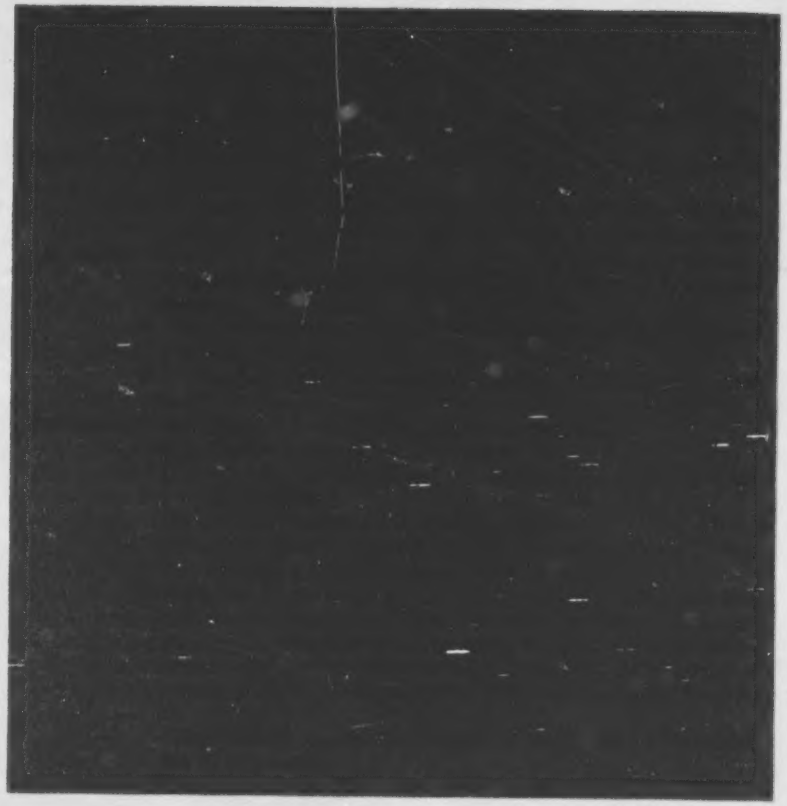
Additional information may be obtained from:
Mrs. Helen Hanson
Project Director
Dale Avenue School
21 Dale Avenue
Paterson, New Jersey
(201) 271-3375

REFERENCES

New Jersey State Department of Education. "Educational Programs that Work—A Technical Brief: Dale Avenue Urban Early Childhood Education Project, Paterson, New Jersey."
Trenton: New Jersey State Department of Education, n.d.

DISTAR READING AND DISTAR LANGUAGE

THE DISTAR INSTRUCTIONAL SYSTEM
Science Research Associates
Chicago, Illinois



WHAT HAS THE PROGRAM ACHIEVED?

School evaluations of the DISTAR INSTRUCTIONAL SYSTEMS are based on the use of all three programs. A preliminary version of the programs was used with small groups of economically deprived preschoolers for two years. The

youngsters showed constant growth in intelligence and word reading. After two years in the program, one group had a mean IQ of 105 on the *Stanford Binet* and a mean word reading grade equivalent of 1.7 on the *Wide Range Achievement Test*. A second group showed a mean IQ of 121 and a mean grade equivalent in word reading of 2.6.

DISTAR SYSTEM children in preschool and kindergarten show increased verbal ability as measured on IQ tests. Economically deprived children who started the DISTAR program in kindergarten and who were tested in kindergarten, first grade and second grade demonstrated verbal ability in the average range as measured on an IQ test. DISTAR SYSTEM students also tended to show scores above expected norms in word decoding.

HOW DOES THE PROGRAM WORK?

Organization: The DISTAR INSTRUCTIONAL SYSTEM is organized into Reading I, II, and III; Language I, II, and III; and, Arithmetic I, II, and III programs. The materials reviewed here include the reading and language materials only. Approximately a year's time is required for a typical group to complete one level of a program. However, some groups of children may move at a faster rate and finish a level sooner (thus moving into the next level), while others may require more than a year to complete a level. Content organization of levels I and II of the reading programs can be summarized as follows: Reading I concentrates on the skills necessary to look at a word, to sound it out, and to say it; Reading II emphasizes comprehension and advanced reading skills and teaches the student to follow directions. Reading III, Reading to Learn, teaches more complex comprehension and study skills and applies them to reading in social studies and science. Content organization of levels I and II of the language programs can be summarized as follows: Language I introduces a wide range of information to help students function in a classroom and later to understand what they will read; Language II emphasizes language analysis and teaches them how to process information with their language and thinking skills taught in the first two levels, and teaches students to think logically.

Materials and activities: Take-Homes are used for reward and skill reinforcement in the DISTAR INSTRUCTIONAL SYSTEM. They are a part of all presentations in Reading I. Most of the stories in Reading II are divided into two parts, and Take-Homes are presented in about two-thirds of the lessons. Students also use worksheets and writing sheets.

The Teacher's Kit for Reading includes a Teacher's Guide, presentation books, a test book, a spelling book, a teacher's edition of the student Take-Home books, copies of the Storybooks, an audio-cassette containing sound pronunciation and sample tasks, an acetate page protector, and Group Progress Indicators. The Teacher's Kit for Language I and II includes Teacher Presentation Books, a Teacher's Guide, the Storybook, Take-Homes, and Group Progress Indicators. The components for the Language III Teacher Kit are the Teacher Presentation Book, a Teacher's Guide, a teacher's edition of the student text and an answer key, and a teacher's edition of each of the student workbooks.

Approximately 70 in-program tests are included in Reading I and 16 are included in Reading II. In addition, the daily lessons include provision for the continual assessment of individual students. Both Language I and II programs also have tests that are administered periodically. The criterion for mastery is specified at the end of each test.

DISTAR program lessons are presented in the form of drill and instruction from the presentation books. Each child is expected to respond to the teacher's signal and each response is carefully assessed. Responses often take a choral form with the children responding in unison and individually. Individual children are corrected as soon as errors are detected, either during the group activity or following their individual responses. When necessary, reteaching or modeling of a skill occurs as soon as an error is detected. During the last part of the lesson, children work on Take-Homes, which they are given to take home when they have successfully completed the lesson. These story-picture-activity sheets are skill-reinforcing. In addition, they are tangible rewards for the successful completion of the lessons. Absolute mastery is required on the basic skills before the student proceeds. A Recycling Book to be used during Reading II provides refresher teaching of the skills in Reading I.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: A workshop typically precedes the introduction of the DISTAR SYSTEM into a school district. Periodic inservice sessions often follow in the early months and throughout the year.

Cost: All equipment and materials in the DISTAR SYSTEM presentations are included in the Teacher's Kit and the packaged student materials. The per student cost (based on 30 students) for Reading I is $11.29; for Reading II, $14.05; and, for Reading III, $19.92. The cost for the language program varies for the different levels. Price lists may be obtained from the distributors of the DISTAR INSTRUCTIONAL SYSTEM.

CURRENT STATUS AND CONTACTS

Additional research data on DISTAR programs becomes available every year, and the programs are regularly revised and expanded. Supplemental materials have been added to the original program. Feedback from thousands of teachers who have used the original published programs has been incorporated into the recently revised revisions of the DISTAR Reading I and II and Language I programs. *DISTAR Language II, Second Edition,* will be available March, 1977. The 1977 edition will incorporate many changes that are the result of classroom experience and will offer improved sequencing of skills to make teaching easier and more efficient.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R20.**

Additional information about the program may be obtained from:

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
(800) 621-6468

EARLY PREVENTION OF SCHOOL FAILURE

Peotone, Illinois

NATURE OF THE PROGRAM

Type: • An early identification and remediation program

Audience: • Children who are between the ages of 4-6 with a learning deficiency that would adversely affect their school performance

Purpose: • To prevent school failure through the early identification and remediation of developmental learning deficiencies in kindergarten children

Rationale: • Proposed as a solution for preventing academic failure

WHAT HAS THE PROGRAM ACHIEVED?

The EPSF reports that 4 percent of the preschoolers screened by the project were identified as having one or more learning disabilities, and were placed in one of the four Learning Disability Kindergarten classrooms. The retardation rate of the children entering these classrooms averaged twenty-three months. It was predicted that each child placed in a Learning Disability Kindergarten class would gain one month's mental age for each month of program participation. A "growth index" for receptive language development, visual motor coordination, and psycholinguistic ability was calculated for each of the three project years. The data indicated that the mental age growth of EPSF children in these three skills areas, as measured by standardized tests, exceeded the EPSF's objectives. In addition, as a result of the special kindergarten experience, the percentage of children able to return to regular classrooms increased from 37 percent for the first project year to 68 percent for the third project year. The data suggested that school failure can be prevented when learning problems are identified early and special educational assistance is provided for the remediation of learning deficiencies.

HOW DOES THE PROGRAM WORK?

Organization: The program begins with the screening of all children during the summer prior to kindergarten enrollment. This procedure is used to determine each child's readiness for kindergarten, and to identify those children who may have one or more learning problems in the area of speech, language, audition, motor coordination and emotional-social development.

On the basis of diagnostic screening scores, the professional staff recommends one of three educational programs for each child: (1) a child may need further testing and possible placement in a learning disability kindergarten classroom; (2) a child may need professional services which can be provided in a regular kindergarten classroom; or (3) a child may be ready for entrance into a regular kindergarten classroom. Children identified as having severe learning problems are given a thorough diagnostic evaluation consisting of a psychological battery, a social history, a health history, and classroom observation, prior to placement in a Learning Disability Kindergarten.

Each Model Learning Disability Kindergarten is staffed by a learning disability teacher and a teacher assistant. Classes are limited to a maximum of 15 children and the low student-teacher ratio permits a highly individualized prescriptive learning program.

Children whose screening test scores show that they possess learning deficiencies, but who do not qualify for the learning disability kindergarten, are scheduled for additional instruction in the regular kindergarten classroom. A

professional diagnostic team consisting of a speech therapist, a social worker, a psychologist and a staff of learning disability consultants provides special educational services to children enrolled in the regular kindergarten classes.

Professional staff members provide consultant services to regular kindergarten and first grade teachers throughout the school year. Consultant services include: inservice workshops, demonstrations of teaching materials and techniques, assistance in establishing Parent Volunteer Programs and consultation in instructional planning.

Materials and activities: The program uitilizes the range of commercial materials usually available in a kindergarten classroom. In addition, the project staff has developed a variety of useful and creative instructional materials especially suited for both the learning disability and regular kindergarten teacher. The variety of activities and resources used in the program are related to the diagnosed needs of the children. While teachers are given the freedom to employ whatever strategies are found successful in the regular classroom, they must devote 20 to 30 minutes each day for individualized activities based upon screening results.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training for staff in adopting schools is necessary for effective implementation. Training areas relate to preschool screening, diagnosis of learning problems, and prescriptive planning. Project staff training teams conduct workshops for potential adopter schools in all 50 states. Adopter school districts are also expected to purchase a Leadership Training Kit and Manuals.

Cost: A set of all of the curriculum guides, screening materials, and training materials costs less than $100 per set. The approximate start-up cost of this program is approximately $31.75 per student. Maintenance costs for instructional materials are minimal. Staffing costs will vary for different districts.

CURRENT STATUS AND CONTACTS

This ESEA Title III project has been nationally validated by the Joint Dissemination Review Panel of the U.S. Office of Education. It was also selected as a Developer/Demonstrator Project in the National Diffusion Network. Currently, it is being diffused on a nationwide basis.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R21.**

Additional information may be obtained from:

Mrs. Luceille Werner, Director
Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
(312) 258-3478

GLASSBORO RIGHT TO READ PROJECT

Glassboro, New Jersey

WHAT HAS THE PROGRAM ACHIEVED?

Project evaluation data indicated that children of average achievement levels progressed at a better than average rate in reading skills, when diagnostically placed at appropriate instructional levels and provided with a prescriptive program based on specific curriculum objectives. Specifically, project students at all instructional levels exceeded the project goal of a mean gain yearly increase of 1.5 years.

HOW DOES THE PROGRAM WORK?

Organization: Implementation involves the administration of diagnostic reading tests, and the placement of each child on a continuum of K-3 reading skills. Individualized instructional prescriptions are keyed to reading texts and teacher-made materials. The specific amount of time required for each child in the program is dependent upon each individual's rate of development.

Materials and activities: Commercially produced texts and teacher-made materials are employed within the framework of individualized diagnostic/prescriptive instruction. Students work either alone or in small groups concentrating on various activities. Regrouping occurs when appropriate. Parent volunteers serve as tutors and classroom aides.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project recommends that teachers receive a minimum of 20 hours of instruction in the diagnostic/prescriptive approach to teaching reading. Further training in classroom management and record-keeping procedures is also advised. The Glassboro Project has orientation materials available to adopting districts. These include the Project Description; A Guide to Project Planning; A Guide to Program Implementation; and a filmstrip, Guess Who's Coming to School?—A Guide to Parent and Community Involvement. For 1976-77, the Glassboro Project has been funded for dissemination in New Jersey. Training is conducted at the project site. Information regarding training seminars is available from the Project Director.

Cost: If a reading specialist must be hired for the project, the start-up cost per student is approximately $21.75; if a specialist is already under contract, that figure drops to approximately $5.75 per student. The cost of training at the demonstration site is limited to the travel and per diem expenses of the trainees.

CURRENT STATUS AND CONTACTS

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R25.**

Additional information may be obtained from:

Nicholas Mitcho, Project Director
Administration Office, Annex A
North Delsea Drive
Glassboro, New Jersey 08028
(609) 881-2290

or

Dorothy Wiggins, Right to Read Coordinator
Board Conference Office
Bowe Boulevard
Glassboro, New Jersey 08028
(609) 881-6366

HEP/Project ALOHA

(Allowing Learners Optimum Human Attainment) A Mainland Demonstration of the Hawaii English Program

Berryessa Union School District
San Jose, California

NATURE OF THE PROGRAM

Type:
- A comprehensive, individualized language arts program
- Builds on three dimensions of language study: as a skill, as a system, and as the medium of literary art

Audience:
- Students in grades K-6

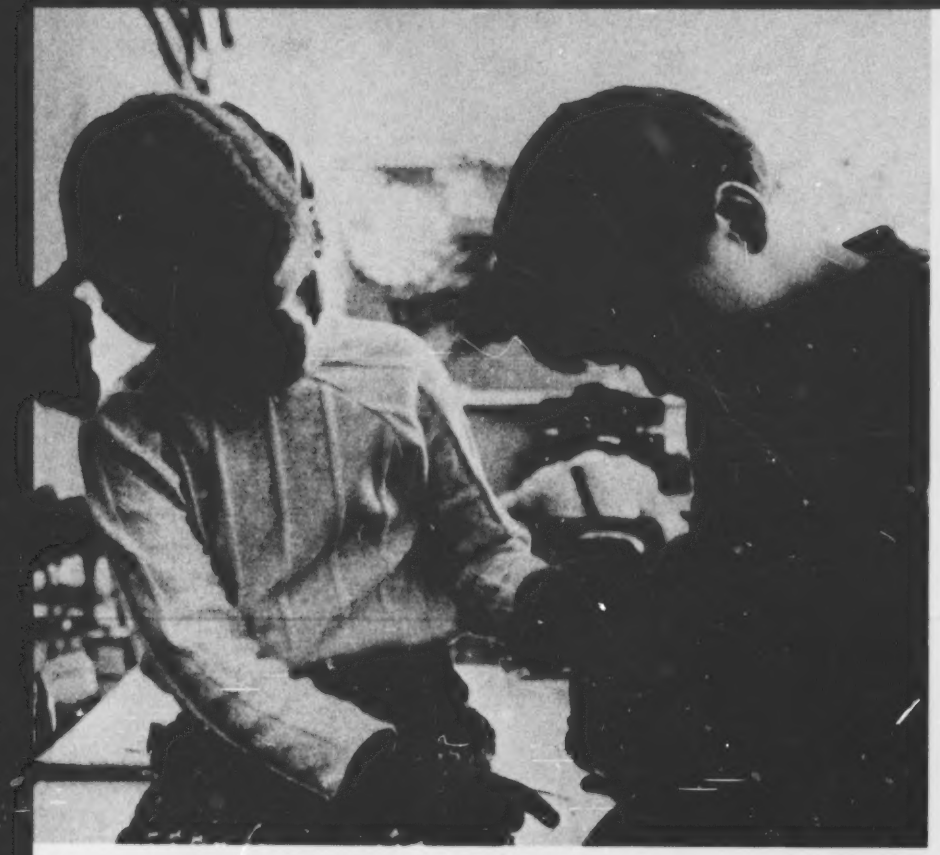
Purpose:
- To create a responsive learning environment
- To provide activity-centered learning based upon specified instructional goals and techniques
- To develop student self-direction, and independent inquiry and learning
- To develop student skills in reading, listening, writing, and speaking

Rationale:
- Capitalizes on the benefits of peer-teaching activities
- Restructures the traditional teacher role to include the diverse roles of catalyst, consultant, diagnostician, guide, and model for student learning
- Emphasizes effective early education, and decreases reliance on remedial instruction

WHAT HAS THE PROGRAM ACHIEVED?

Criteria established by HEP/ALOHA were used to assess student academic achievement. Projected goals related to percentages of students who were expected to complete certain levels of the program at each grade. The projections were compared with actual performance. Results obtained in 1974-75 indicated that the project was successful in meeting its goals for first, second and third grade students who had participated since kindergarten. Somewhat less satisfactory results were found for the kindergarten and fourth grade levels during 1974-75.

An additional index of student performance was derived from the administration of the Spache Diagnostic Reading Scale to third and fourth grade students



who had participated in the HEP program for 4 years. At both grade levels the obtained scores exceeded the expected scores on both the Instructional and Independent Reading Levels.

HOW DOES THE PROGRAM WORK?

Organization: The HEP/ALOHA program is a curricular system for the study of language arts which is composed of 3 programs: Language Skills, Language Systems, and Literature. The Language Skills program utilizes self-instruction and peer tutoring to help students attain greater synthesized control over language performance. Students discover how human communication works and how language affects people and society in the Language Systems program. The Literature program is designed to increase student interest, involvement, and enjoyment of literature. HEP/ALOHA students spend one class period in each of the three programs working with instructional materials and activities which are tailored to their individual needs and abilities. The classroom is arranged to allow opportunities for students to work alone, in pairs, or in small groups in work areas or learning stations.

Materials and activities: A wide variety of materials and activities have been developed by HEP/ALOHA for each of the 3 programs. Sixty-one, non-graded, multi-media instructional units are included in the Language Skills program. The Language Systems program provides 15 self-contained, non-graded, non-sequential packaged units of learning materials and activities on aspects of human and animal communication systems. Thirty seven non-sequential units organized into bands which approximate grade levels focus on 5 areas of child experience in the Literature program. Teacher's Guides and Manuals provide information and instructions for teachers implementing the programs. Students maintain records of their progress in attaining program objectives.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: As inservice training for teachers is essential to proper implementation of HEP/ALOHA's complex educational system, the project provides four levels of training to interested educators. Awareness materials are available to school personnel interested in exploring the HEP/ALOHA approach to instruction. Visits to the Demonstrator site can also be scheduled. Four-week Inservice Workshops conducted at the Demonstrator site are available for educators wishing to implement the program. Indepth information and experience with the HEP/ALOHA concepts, materials, and teaching techniques are provided in these workshops. Continuing inservice training is provided to teachers through workshops aimed at developing the teacher's classroom management and program planning skills. Advanced Inservice Training courses are also available to teachers who have used HEP/ALOHA for 1 year or more. These courses stress teacher's curricular development skills.

Cost: Installation costs are estimated to be $75.00 per student for all software and equipment. Total start-up costs are expected to vary depending on the size of the program and the resources available in the school system. Annual maintenance costs average $15.00 per student per year.

CURRENT STATUS AND CONTACTS

HEP/ALOHA has been nationally validated by the Joint Dissemination Review Panel of USOE. The program is currently funded under Title III, Section 306, ESEA as a Developer/Demonstrator project. The project has been adopted/adapted in many school districts in several states. The purpose of the current grant is to facilitate the program's demonstration and dissemination on the mainland.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R27.**

Additional information may be obtained from:

Mr. William B. Adams, Director
HEP/Project ALOHA
935 Piedmont Road
San Jose, California 95132
(408) 258-1776

HIGHER HORIZONS 100

Hartford, Connecticut

NATURE OF THE PROGRAM

Type:
- Remedial language program
- Utilizes a school-within-a-school setting to provide individualized diagnostic/prescriptive instruction

Audience:
- Students in grades 7-10 from economically disadvantaged areas who are one to three years behind in reading but have no major behavior problems

Purpose:
- To provide for the particular needs of poverty youth
- To assist students in the transition to high school instruction
- To remediate specific learning disabilities, especially those in reading and speech
- To provide positive new experiences for students
- To improve students' self-concept

Rationale:
- Designed to provide a transitional program for incoming high school students with serious academic deficiencies

WHAT HAS THE PROGRAM ACHIEVED?

Student progress was defined in terms of criterion-based performance objectives along three dimensions: reading achievement, self-concept, and attendance. Reading achievement in the seventh through ninth grades was measured using the *Metropolitan Achievement Test (MAT)* and *Iowa Test of Silent Reading;* in the tenth grade, the *Comprehensive Test of Basic Skills (CTBS)* was used. Self-confidence was measured with a rating scale developed by HH 100; and attendance was gauged by a sliding scale of projected improvement. Grades seven through nine substantially met the reading criterion of one month's gain on the *MAT* and *Iowa* for each month of instruction; tenth graders showed a significant improvement in vocabulary, but not in comprehension, on the *CTBS*. Between 66 percent and 81 percent of students reported that HH 100 had improved their view of themselves and their behavior in the school setting. Attendance criteria were met for the ninth grade but not the tenth (no results were reported for the younger grades). It appears therefore that HH 100 has substantially met its program goals for seventh through ninth graders, but that further development of the tenth grade program may be warranted.

HOW DOES THE PROGRAM WORK?

Organization: Organized as a school-within-a-school, HH 100 has its own staff and curriculum. The staff consists of a vice principal, four subject area teachers, two language specialists, a guidance counselor and a project assistant. Subject areas include English, mathematics, science, speech, remedial reading and social studies. The program operates within its own set of classrooms within which students are given individual attention. Homeroom is followed by six 45 minute periods, but the schedule is flexible enough to allow for tutorial study halls, field trips, large group sessions and the like. While the program is not totally diagnostic/prescriptive in nature, it is planned in detail to cover the objectives, content, materials and techniques needed to individualize instruction. Language remediation is considered part of the total program and is emphasized in all classes regardless of subject area. The students receive language remediation not only in English, speech and reading, but also as an integrated part of social studies, math and science.

Materials and activities: Materials are selected to appeal to student interest and abilities. Extensive use is made of audiovisual equipment in all classes while a paperback library is available for home use.

A wide variety of techniques is used within the plan. One approach in English is to allow a student to choose the grade he wishes to make on a particular unit, and then to contract for the amount of work required for that grade. Positive class participation and completion of assignments are the basis for all passing grades.

Reading and speech follow diagnostic/prescriptive patterns. Students demonstrate their proficiency through in-class competition, and individual records. Pre- and posttests are given each year to assess the overall effectiveness of the program.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: In order to prepare for the coordinated planning effort necessary for program success, training is necessary. The staff spends four weeks each summer planning the year's program, training new staff, reviewing student profiles, and meeting the incoming students and parents through home visits.

Cost: Implementing the program will cost a district about $250 per student over and above the costs of students in a regular school program.

CURRENT STATUS AND CONTACTS

Higher Horizons 100 has been validated and approved for national dissemination in 1974 by the U.S. Office of Education Joint Dissemination Review Panel as educationally effective, cost effective, and exportable.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R28.**

Additional information may be obtained from:

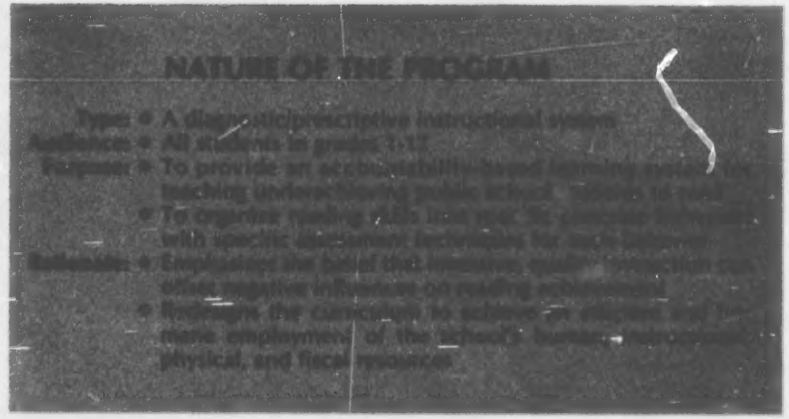
Mrs. Mamie White
Vice Principal
Hartford High School
55 Forrest Street
Hartford, Connecticut 06105
(203) 278-5920

or

Mr. Robert J. Nearine
Coordinator of Evaluation
Hartford Public Schools
249 High Street
Hartford, Connecticut 06105
(203) 566-6534

HIGH INTENSITY LEARNING SYSTEMS -READING

Random House
New York, New York



WHAT HAS THE PROGRAM ACHIEVED?

A study at P.S. 148 in New York City reported gains of one year in four months' time and two years in eight months' time. In Williamsburg, New York, after three months in the program, an average population showed a mean gain in vocabulary of .41 and a mean gain in comprehension of .63. Students in Appalachia showed a mean gain nearly a full year greater than expected gain (.4 for this population) after about 100 hours of instruction. Average gain was 1.2 years' growth. A study in Omaha, Nebraska, followed the progress of over 2,000 children in grades 3 through 11. Pre- and posttesting indicated the mean gain was nearly double the gain expected for average students (.87 year gain after .45 year instruction). The mean gain was about three times the expected gain for Title I students in this school system.

HOW DOES THE PROGRAM WORK?

Organization: High Intensity Learning Systems-Reading includes a collection of reading materials from over 100 different publishers, and a classroom management system designed to help the teacher make diagnostic decisions. The

management system provides behavioral analyses for assessment, as well as prescriptions for instruction based on assessment. It also provides classroom management strategies to help the teacher operate a variety of individual curricula.

The most important component of the Classroom Management System is the Catalogue of Instructional Objectives and Prescriptions. This two-volume catalogue contains approximately 500 specific reading behaviors or instructional objectives. Each instructional objective (I-O) is followed by a list of prescriptions from the resource materials which the student masters for that particular I-O. The system provides Check-In Tests and Check-Out Tests which help the teacher determine which I-O's each student needs, and which he has mastered. Both components are necessary to operate High Intensity Learning Systems-Reading.

Materials and activities: Students spend one hour daily at a reading center which is arranged to promote easy access to individual student folders and materials. Reading centers include an attractive informal reading corner where children read trade books, and another corner supplied with cassette recorders where students record their own poetry readings. Materials from over 40 different publishers form a library of reading materials. All are self-instructional and non-consumable. The I-O Catalogue identifies skill activities for the commercial materials. They are arranged in broad difficulty levels for beginning readers to twelfth grade achieving readers, including materials at intervening levels for both achievers and underachievers. No basal reader materials are included.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: A Staff Development Program brings professional consultants to the school to ensure the proper implementation of the program. Typically, this involves an initial three-day workshop, two or more follow-up workshops, and monthly support for the first year. Teacher supplements are included in the teacher training program.

Cost: Cost for the management system is $2,100. The inventory of materials is approximately $7,500. These components will provide for setting up three centers and training about 30 individuals (teachers, supervisors, and aides) who will manage the centers. Random House advises that initial costs should be considered over a five-year span, yielding a yearly per-student cost of $13.80. Most of the materials of the management system are reusable as are all of the inventory of materials for student use. After the initial cost, $3 to $4 per student per year should be estimated to operate the program. Costs will vary according to local needs.

CURRENT STATUS AND CONTACTS

High Intensity Learning Systems continues to be modified and expanded. A nation-wide system for updating the instructional materials as new programs are produced is now in operation. Modifications of classroom management techniques are being developed. The curriculum has also been expanded to include mathematics.

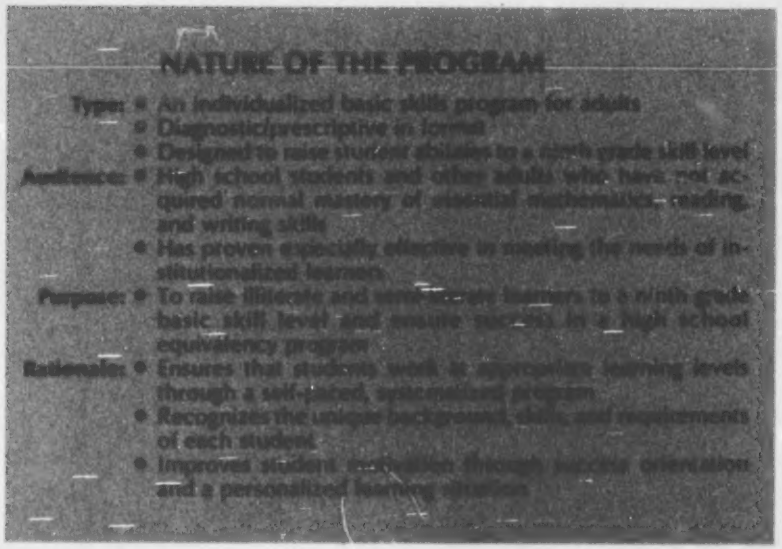
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R29.**

Additional information may be obtained from:
Random House
Educational Systems Division 5-5
201 East 50th Street
New York, New York 10022

INDIVIDUALIZED LEARNING FOR ADULTS (ILA)

Research for Better Schools, Inc.
Philadelphia, Pennsylvania 19103



WHAT HAS THE PROGRAM ACHIEVED?

Organization: The *ILA* curriculum consists of 238 performance objectives in both mathematics and communication skills. Learning tasks are arranged systematically. Diagnostic tests determine student needs and appropriate work is assigned by the teacher accordingly. Aides are used to score tests, tabulate data, and maintain student files.

Materials and activities: Each *ILA* performance objective is accompanied by an Instructional Booklet. These booklets are largely self-instructional, and include skill tests for self-checking. The management plan of diagnostic testing and individualized pacing provides systematic and constant tracking of each student's progress. Entrance tests, prescription booklets, teachers manuals, and student Profiles are available at cost for both the *ILA* Mathematics and Communications Skills.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is needed for initial teacher familiarization with the *ILA* format. Training sessions are provided by representatives of Research for Better Schools, Inc. Utilizing the detailed training manual, teacher training can easily be completed in two days.

Cost: The complete introductory program in Communication Skills for a sample group of fifty *ILA* students cost $1,373.66. A similar package for fifty *ILA* students in Mathematics came to $2,878.94. Because the *ILA* materials are specifically designed to be consumed annually, replacement costs are the same as start-up costs.

CURRENT STATUS AND CONTACTS

The program was developed by Research for Better Schools, Inc., to combat the serious deficiencies in literacy faced by 4% of our population over 16. Nationwide interest has been expressed in establishing *ILA* sites in a dozen states. Consultant services for the implementation of *ILA* are available on request from RBS.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM1.**

Additional information may be obtained from:

Marketing Division (ILA)
Research for Better Schools, Inc.
1700 Market St.
Philadelphia, Pa. 19103
(215) 561-4100

LISTEN LOOK LEARN

Educational Development Laboratories
Hightstown, New Jersey

WHAT HAS THE PROGRAM ACHIEVED?

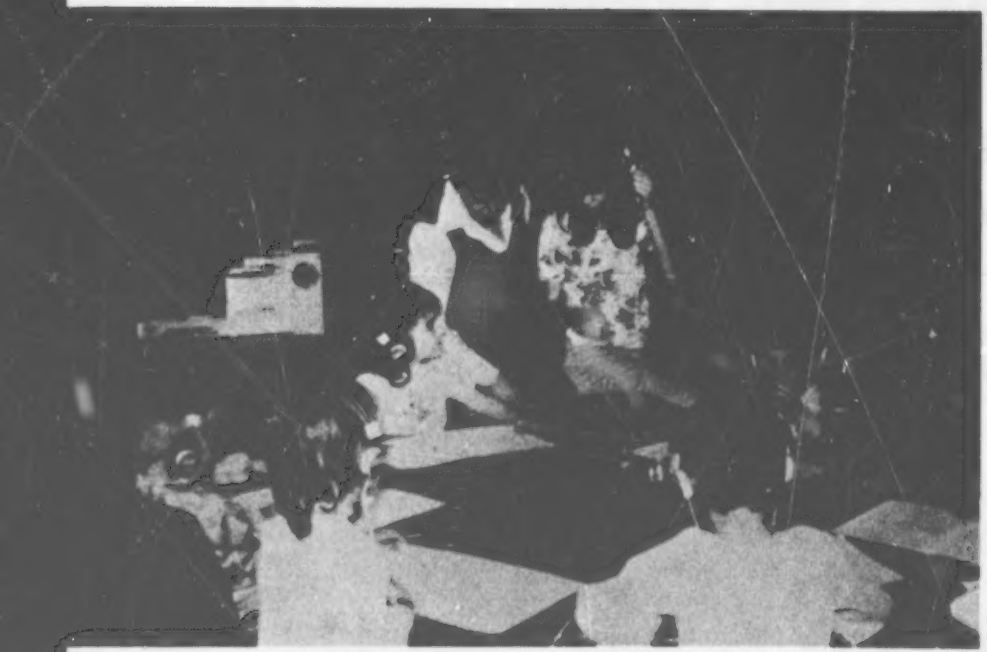
In general, results of standardized test scores favor students studying under Listen Look Learn programs over students enrolled in a variety of basal programs. One such study (Brickner, Scheier, and Senter, 1970) compared students in twelve Listen Look Learn classes with students in twelve control classes. Students in both groups were divided into three ability levels on the basis of the *Otis Lennon Mental Ability Test*, and analyses were made of scores on the *Stanford Achievement Test* and the *Cooperative Primary Test, Listening*. Results favored the program's students at all levels. When students who had studied for two years under Listen Look Learn were compared with those who had studied under the program for one year and the control group, the two-year students surpassed the one-year students, and both groups exceeded the control group.

HOW DOES THE PROGRAM WORK?

Organization: The program is organized as an ungraded, continuous progress system progressing from readiness training to independent reading on the fifth or sixth grade level. The basic unit of organization is the cycle, and 100 cycles plus

the readiness materials make up the total program. Each cycle is designed to provide mutually reinforcing experiences within a sequence of introduction, practice, application, evaluation, and extension activities. Positive attitudes toward reading are enhanced by prior teaching of the concepts, vocabulary, and word attack skills required by the reading within a cycle.

A typical cycle consists of four parts focusing on a particular cluster of skills and experiences. Part I contains activities designed to increase perceptual accuracy and visual efficiency. Part II builds the experiential background necessary to understand the language and concepts which are encountered in the cycle. Part III concentrates on skill building in the areas of vocabulary, comprehension, values, and concepts. Part IV requires application of the skills in reading, writing, listening, observing, and manipulating activities. Linearly, the program is divided into six major stages: Readiness; Pre-Reading Cycles 1-3; Cycles 4-20 (first grade); Cycles 21-40 (end of first, part of second); Cycles 41-70 (end of second, third); and, Cycles 71-100 (fourth and fifth reading levels). Each stage is designed specifically for children functioning at that level.



Materials and activities: The program employs a multi-media approach. Among the materials provided for students are workbooks, filmstrips, worksheets, story cards for sequencing, games, films, Aud-X cassettes and filmstrips, Flash-X materials, Controlled Reader Study Guides, Samplers, a classroom library, a study skills library, student reading records, recorders and tapes. Materials provided for the teachers include a manual overviewing the system, scope, sequence, and performance objective bulletins, lesson plans for each cycle, and a variety of instructional equipment and associated software.

Students progress through components of the cycles at their own speed, and students studying within the same cycle are grouped together. Much of the instruction involves self-instructional seatwork, games, or machine-based materials on which students work independently. Each cycle has two assessment and reinforcement instruments called "My Skills Sheets" which are designed to assist the teacher in assessing the contents of each cycle. "E Sheets" are used to evaluate student progress. If a student has not adequately mastered certain skills, "R Sheets" are provided for additional reinforcement.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Educational Development Laboratories maintains a demonstration classroom in Hightstown, New Jersey. A Listen Look Learn consultant aids the adopting school in the installation and initial implementation of the program and is available to help teachers thereafter. Inservice training is necessary for familiarization with program equipment and materials.

Cost: Costs for implementing the program vary depending on local decisions and existing resources. Educational Development Laboratories estimates that start-up costs range from $5000 to $7000 per classroom, with annual maintenance and replacement costs of $800.

CURRENT STATUS AND CONTACTS

The program is fully operational and available through McGraw-Hill. Research, evaluation and revision of the program is continuing.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R37.**

Additional information may be obtained from:

EDL/McGraw-Hill, Mid-Atlantic
Princeton Road
Hightstown, New Jersey 08520
(609) 448-1700, Ext. 5604

NEW ADVENTURES IN LEARNING

Demonstration/Diffusion Center
W.T. Moore Elementary School
Tallahassee, Florida

NATURE OF THE PROGRAM

Type
- A language arts development program using behavior modification techniques

Audience:
- K-3 pre-reading and beginning reading students
- Special application for language-deprived students

Purpose:
- To provide teaching methods promoting successful individualized instruction
- To integrate Social Studies and Science into the Language Arts framework
- To nurture the development of good reading and study skills
- To remediate spelling, reading, and writing problems

Rationale:
- Combines a diagnostic-prescriptive system with behavior modification ("success cycling")
- Trains teachers in diagnostic, prescriptive, and classroom management techniques to ensure program efficacy through uniform implementation

WHAT DOES THE PROGRAM ACHIEVE?

Pre-post testing of approximately 1,000 K-3 pupils revealed significant gains in pupil performance in language-related skills among the Project group. The pupil population consisted almost equally of rural black and urban white children. The program's evaluation results have been maintained over the past four years.

HOW DOES THE PROGRAM WORK?

Organization: The design of the language arts program has been developed within a broad curricular framework allowing for the integration of reading instruction and Social Studies and Science. An estimated three hours of actual instruction time daily is suggested for the total language arts block, which includes both these subjects and specific skill activities.

Materials and activities: The Project staff has prepared five Instructional Modules, which are programmed texts training teachers in the major areas involved in program implementation. Individual Reading Skills Records and class summary records are provided. Student needs are assessed using informal and formal diagnostic reading and intelligence tests. The program incorporates a combination of commercially available instructional materials and teacher-made materials. These are used in accordance with each pupil's prescription and preference.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Regular inservice sessions (four to five per year) are critical for successful implementation. The New Adventures in Learning Demonstration/Diffusion Center offers a two-week training program for Project Coordinators. Training includes the theory and application of behavior modification; use of formal and informal diagnostic instruments; remediation of psycholinguistic disabilities; expansion of oral language skills; writing and management of individual pupil prescriptions; group processes; and implementation and management of the Project. Coordinators are trained to conduct inservice workshops for training teachers in their own school or district, and to coordinate the project at their own site.

Cost: A variety of commonly used instructional materials rather than specific programs are necessary. No special facilities are required. However, the usual kinds of audiovisual equipment available in schools facilitate the use of multimedia materials. The Instructional Modules are provided free of charge. In short, the only expenditures necessary for adopting the program are those for travel and per diem expenses for Coordinator training in Tallahassee, and for instructional materials and equipment as needed.

CURRENT STATUS:

This nationally validated program completed its third year as a National Demonstration/Diffusion Center during 1975-76.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

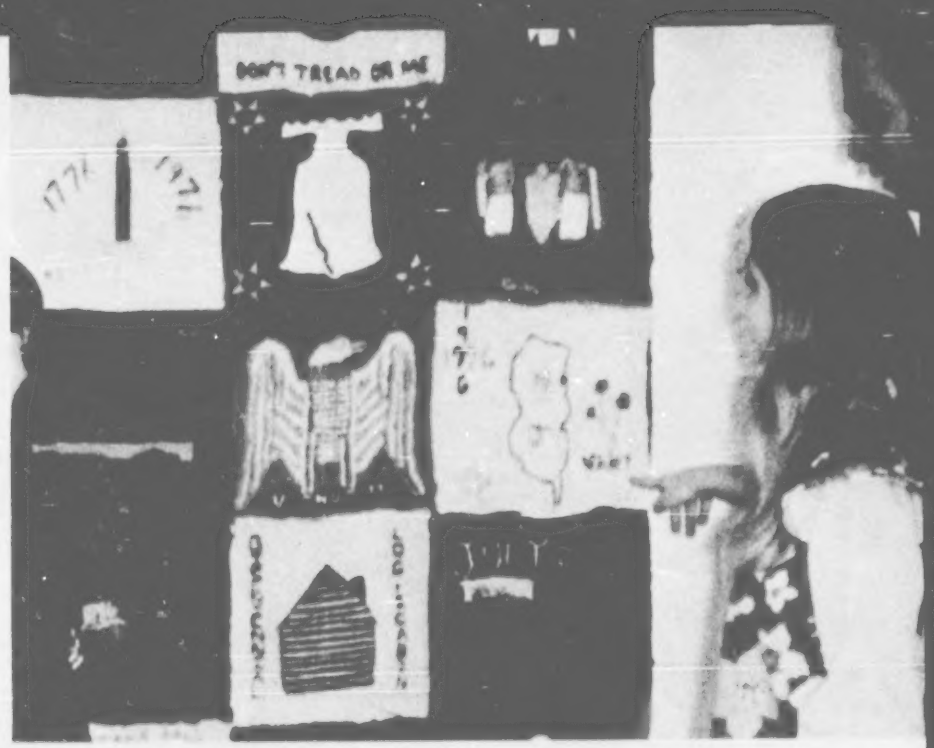
Send for Pamphlet No. **R38.**

Additional information may be obtained from:

Mrs. June Johnson, Project Director
New Adventures in Learning
Demonstration/Diffusion Center
W.T. Moore Elementary School
Tallahassee, Florida 32303

OPEN COURT READING/LANGUAGE ARTS PROGRAM

Open Court Publishing Company
La Salle, Illinois



NATURE OF THE PROGRAM

Type:
- A comprehensive reading/language arts program designed to be logical in concept and sequential in application

Audience:
- Students in grades K-6

Purpose:
- To provide children with essential language arts skills and a growing appreciation of important world literature
- To help children develop competence in reading and fluency in spelling and writing

Rationale:
- Emphasizes a positive approach to learning and stresses effective teacher/student interaction
- Designed to nurture a growing appreciation of literature
- Encourages spontaneity and interest in the classroom
- Uses a synthetic phonics approach to reading

WHAT HAS THE PROGRAM ACHIEVED?

Open Court has conducted extensive experimental/control design research studies to assess the impact of its materials on academic achievement and cognitive development. A body of empirical evidence has been compiled which indicates the success of the Open Court materials and approaches. Program students achieve more in reading and language arts on standardized tests than control groups using other instructional methods. In addition, there is some evidence of positive program effect on other academic areas. The data also indicate that the Open Court Program has been used effectively with students with varying IQ and achievement levels and diverse ethnic and socio-economic backgrounds.

HOW DOES THE PROGRAM WORK?

Organization: Open Court includes a Preschool Program, a Kindergarten Program, a Correlated Language Arts Program (Foundation Program), a Remedial Reading Program, and a Bilingual Foundation Program.

In the Correlated Language Arts Program, activities and exercises are designed to place the child in contact with many of the important ideas and achievements of the past and present and to enlarge his capacity for effective self-expression. The program achieves these objectives through the implementation of a series of carefully correlated language activities designed to develop language skills and to enrich the mind. It is designed for the average class, taking into consideration such individual differences as point of view, background of information, and mastery of skills. Reading and writing, the two essentials of literacy, are carefully developed so they are mutually reinforcing.

The Open Court Preschool Program was developed for at-home teaching in areas without an established kindergarten. It incorporates materials from the Kindergarten Program. Emphasis is placed on prereading skills, counting and measuring, and specific thinking skills.

The Open Court Kindergarten Program is organized around the following divisions: social development and self-awareness; human understanding through literature; perceptual games and activities; thinking skills; counting and measuring; and language development.

The Open Court Remedial Reading Program provides direct and thorough instruction in basic reading and writing skills. Every student is taken back to the most basic skill levels, learning the 43 principal sounds in English, their 90 spellings, and the basic mechanics of writing.

The Open Court Bilingual Foundation Program has three main purposes: (1) to teach children to read and write independently in both Spanish and English by

the end of the first year's instruction; (2) to provide Spanish and English selections of literary quality and rewarding content; and, (3) to provide the basis for a correlated bilingual language arts program in the primary grades.

Materials and activities: Open Court offers a complete set of language arts materials for kindergarten through grade six. In the Correlated Language Arts Program, Basic Readers (grades 1 through 3) form the core of the total program and make it easy for the teacher to correlate the teaching of reading, writing, listening, and speaking within the same framework. Other materials include Headway Workbooks, Workshop Kits, and Teacher's Guides.

The Remedial Reading Program includes Breaking the Code student texts, Code Books which are high interest, controlled vocabulary stories for older students, Wall Sound Cards, Individual Sound Cards, Remedial Progress Charts, Flashcards, a Reading Assessment Chart, and a Teacher's Guide.

The Bilingual Foundation Program provides a series of Reader-Workbooks, Spanish and English Individual Sound Cards, Flashcards, a music cassette, and a Teacher's Guide.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is suggested and is available, free of charge, to all teachers at all levels. Training workshops may be scheduled, with follow-up classroom observation and/or demonstration.

The teacher's guide for each course offers lesson plans and instructions and is meticulously detailed to help organize the class in the most effective way.

Teacher aides and informed and active parents can be trained by the school teaching staff. They should also be encouraged to attend training sessions and demonstrations conducted by Open Court consultants. Summer workshops are also offered and are one week in duration.

Costs: Teacher's guides, classroom kits and student and workshop kits must be purchased for each course at each level. Costs for installing and maintaining the program vary according to the component. Itemized costs of all materials are listed on Open Court order forms which are available from the publishers. Costs for summer workshops are also available upon request.

CURRENT STATUS AND CONTACTS

All Open Court materials may be obtained from the publisher. Plans are currently being formulated to offer other elementary grade programs.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

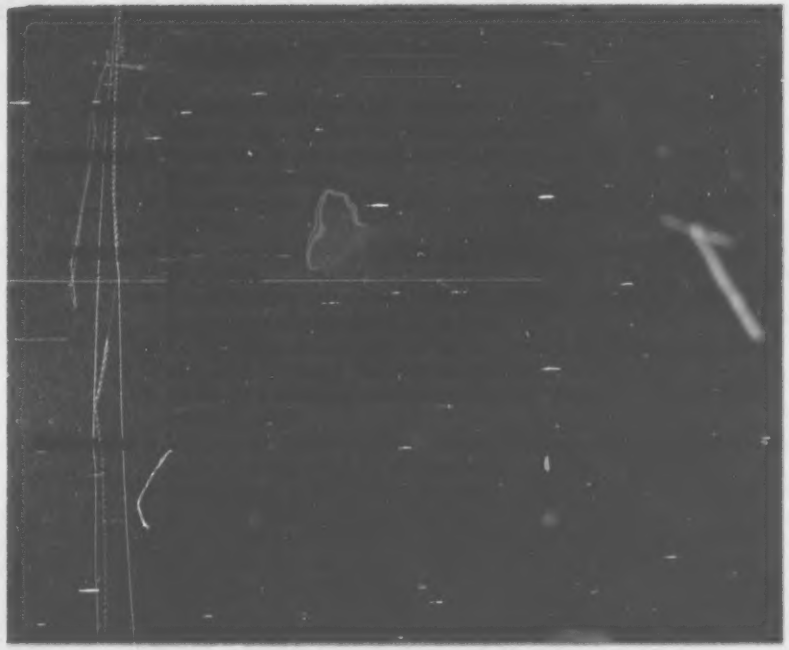
Send for Pamphlet No. **R39.**

Additional information may be obtained from:
The Open Court Publishing Company
P.O. Box 599
La Salle, Illinois 61301

PROJECT COPE:

THE COGNITIVELY ORIENTED PREKINDERGARTEN EXPERIENCE

The Educational Development Center
West Chester, Pennsylvania 19380



WHAT HAS THE PROGRAM ACCOMPLISHED?

The effects of Project COPE on participating students' reading and mathematics achievement levels, and on intellectual, linguistic, and social development were assessed using three types of evaluative instruments: (1) nationally-normed standardized tests, (2) instruments normed on smaller localized populations, and (3) project-developed criterion-referenced instruments. All the evaluative instruments were administered on a pre/posttest basis. A summary of the data collected for each program year from 1972-75 indicated that on all evaluative measures, COPE students achieved mean gains from pre to posttest which were statistically significant at the .01 level. The consistency of these gains is particularly noteworthy and attests to the impact of Project COPE on participating children.

HOW DOES THE PROGRAM WORK?

Organization: The Project COPE program is organized into two curricula: (1) the Developmental Curriculum is designed to promote student growth in perceptual-motor skills, conceptual-language skills, and socio-emotional skills; and (2) the Achievement Curriculum aims at developing necessary basic skills in reading, mathematics, science, social studies, and health and safety. While each COPE curriculum has its unique content areas and objectives, both share the basic and essential COPE program characteristics: developmental hierarchies, individually paced learning, extended curriculum range, diversity of activities, mixed instructional modes, positive self-concept development, low adult-to-child ratio, and balanced program content. Both curricula are considered essential for the child's positive development in the cognitive, affective, and psychomotor domains.

Although the COPE program is organized to operate during the half day usually scheduled for preschool and kindergarten classrooms, the time spent in COPE activities may vary across classrooms. Staff for each COPE classroom includes a supervising teacher and two or more assistants. Assistants may be regular teacher aides, parents, or volunteers.

Materials and Activities: Materials to implement the COPE program are usually available in the regular preschool or kindergarten classroom.

A project-developed Instruction Manual for each COPE curriculum is available for planning prescriptive programming tailored to the interests and ability levels of students. For each level of the developmental hierarchies in the curricula, there is a page in one of the Instruction Manuals which outlines the objective for that level, the materials and activities to be used, the teaching/learning strategies to be employed, and the assessment method and criterion level to be used for evaluation. An Assistant Teacher Manual is also available for use as a guide for implementing individualized programming.

In the COPE classroom, one-to-one, small group, or large group instruction may be used to promote learning. Free play and student-initiated projects are as much a part of the child's daily routine in the COPE program as are teacher-directed activities. The diversity of instructional materials and methods is used to maximize student motivation and learning. An optional element of the COPE program is the Total Environment Room (TER), an enclosed area in the classroom which can be used for small group instruction requiring audio-visual materials. While the TER is considered to be a valuable educational aid, it is not an essential part of the COPE program.

Awareness materials providing information on all aspects of COPE are available to potential adopter/adapter school districts. Additional COPE materials are used as a part of the COPE Training Workshops.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: Both orientation and inservice training are necessary for implementation of the COPE program. The COPE staff is available to provide three levels of staff training to adopter/adapter site personnel:

1. *Information Seminars* conducted at the adopter or demonstrator sites provide in-depth orientation to COPE objectives, techniques, and results.
2. *Training Seminars* are designed to provide instruction in COPE's strategies, curricula, and organization. These seminars may be held at the Demonstrator Site or in the adopting school district.
3. *Consultative Services* are available to school districts considering adoption/adaption and to districts in the process of implementing the COPE program. Ongoing technical assistance is also available.

Cost: Installation costs for the typical preschool or kindergarten classroom are estimated to be $44 per classroom. This cost estimate does not include the optional TER element. If the adopter/adapter school does not have a pre-existing preschool or kindergarten program equipped with the usual range of educational materials, then start-up costs are expected to be approximately $70-$80 per child. Yearly maintenance costs are about $30 per child.

CURRENT STATUS AND CONTACTS

Project COPE has been nationally validated by the U.S. Office of Education and has been funded as a Developer/Demonstrator Project in the U.S. Office of Education National Diffusion Network. In addition to the COPE Demonstrator Center program, COPE adopter/adapter programs are operational in 14 districts in three states.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R48.**

Additional information may be obtained from:

Dr. Russell A. Dusewicz, Director
Ms. Mary Ann O'Connell, Training Coordinator
Project COPE
Educational Development Center
110 West Rosedale Avenue
West Chester, Pennsylvania 19380
(215) 436-2517

PROJECT R-3

Herbert Hoover Junior High School
San Jose, California

NATURE OF THE PROGRAM

Type:
- An interdisciplinary junior high school program emphasizing highly motivational instructional approaches

Audience:
- Students in grades 7, 8, and 9

Purposes:
- To upgrade student performance in reading and mathematics through motivating techniques and material
- To raise student occupational and aspirational levels
- To improve overall classroom and school social behavior
- To provide measures for the students' parents and families to participate in the program
- To incorporate students' cultural strengths into the school program
- To enable school staff to acquire an understanding of the special characteristics of R-3 students

Rationale:
- The title, *R-3*, reflects the rationale of the program: students are *Ready* to learn only when they are motivated; motivation is achieved when the performance of an act is made *Relevant* to a reward; and major changes are made lasting by *Reinforcing* the positive desired acts

WHAT HAS THE PROGRAM ACHIEVED?

Pre-post test achievement gains were compared to national norms and to control groups for some elements. Tests used were the *California Test of Basic Skills* and the *California Achievement Test.* The program has shown to be successful in improving reading and mathematics achievement scores, and in producing positive attitude changes toward school. Each year, the gains made by the *R-3* students were significantly greater than those of control groups, and greater than growth rates reflected by norms.

The overall reading achievement gain for 1972-73 on the *California Test of Basic Skills*, Form R, Level 3, exceeded normal expectation by three months. Per month average gains were 1.4. Reading achievement was greater in comprehension than vocabulary which reflects the project's emphasis on understanding and reinforcement through gaming/simulation. The overall mathematics achievement gain for 1972-73 on the *California Test of Basic Skills* was two years for eight months in the program. Highest gains were in Computation and Concepts (2.3 and 1.9); the lowest gain was in Arithmetic Applications (1.3).

HOW DOES THE PROGRAM WORK?

Organization: Students meet each morning for three 50 minute periods devoted to reading, math, and a special *R-3* activity designed to show the relationships of classroom instruction to the solution of real world problems. Each *R-3* unit is designed around a core subject related to a cluster of occupations. These units usually operate for two weeks, and fourteen such units make up the entire program. Two of the segments, each a week long and known as high intensity involvement periods, are highly structured field trips to locations distant from the school. Classrooms are colorfully and attractively redesigned as learning labs and are staffed by one teacher and one aide for up to 22 heterogeneously grouped students.

The *R-3* staff is comprised of a full-time project director and secretary, teachers, instructional aides, and a curriculum resource teacher.

Materials and activities: Diagnostic instruments provide an item analysis of student performance to develop a profile on each student in the first two weeks of the program. In reading, skills are clustered in the areas of comprehension, study skills, vocabulary, and reading habits. Math skills are also clustered in various areas of performance objectives. Student profiles are updated periodically in both content areas. Each module has a packet of materials prepared for the teacher which includes the following: general mathematics and reading objectives; specific behavioral objectives for each module; two-week lesson plans; specific lesson games; descriptions of relevant field trips; and evaluation forms. Commercial materials are used and sequenced to staff-selected learning events. The program employs an eclectic approach to reading instruction. The language experience approach is used as the basis of most instruction, but phonics, aural/oral, and linguistic procedures are used when warranted. A laboratory approach is used in the mathematics instruction area. Both approaches are facilitated by peer tutoring and learning machines. Learning contracts covering the full range of supplementary materials are also developed. Student profile sheets are used for assessment and record purposes.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Some inservice training is required to master the *R-3* activity components. Training materials for *R-3* have been packaged as part of a Project Information Package (PIP) developed by the U.S. Office of Education in order to diffuse this project on a national scale.

Cost: It is assumed that classrooms are already provided for each of the school's existing teachers associated with the project. The project furnishes each classroom with hexagonal tables, chairs, and carpeting to enhance flexibility and reduce noise. In addition, the project requires a standard classroom for each

cadre staff teacher, a meeting room, and fully equipped offices for the project director and secretary, and the curriculum resource teacher. The program's multi-media approach requires a variety of audio-visual aids and equipment. Costs to implement the program would vary depending upon local decisions, and relate mainly to salaries, materials and equipment, and field trips. In addition to staff salaries, start up costs for nine classrooms servicing between 264-300 students amount to about $21,000. These costs recur for six new classrooms per year for the second and third years. Annual costs for nine classrooms are estimated at $17,000.

CURRENT STATUS AND CONTACTS

Project R-3 in San Jose, California is now in its ninth year of operation. It has been expanded to over 14 school districts across the country. It has been packaged by the U.S. Office of Education as Project Information Project (PIP) for national diffusion.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM5.**

Additional information may be obtained from:

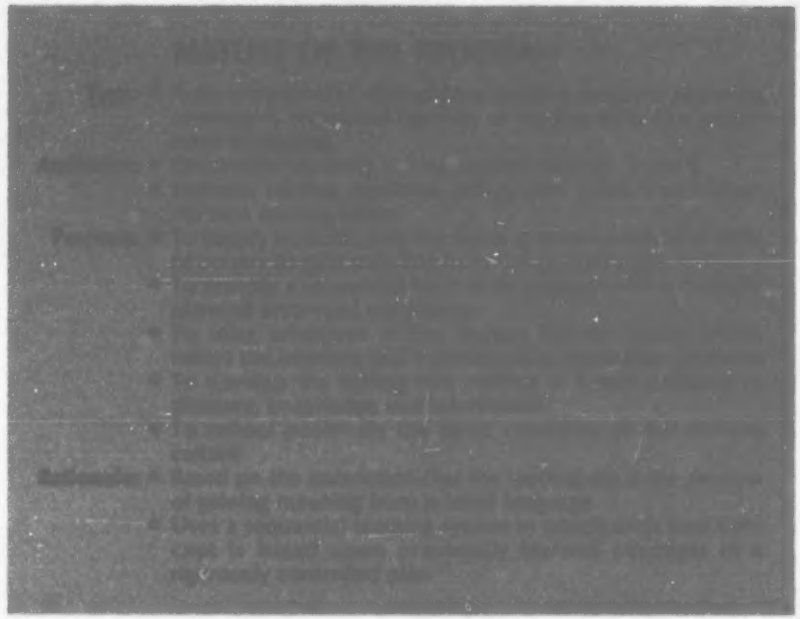
Ms. Pauline E. Perazzo
Herbert Hoover Junior High School
1450 Naglee Avenue
San Jose, California 95126
(408) 998-6274

OR

Dr. Francis Thompson
PIP Diffusion Director
ECOS Training Institute
833 Foxmeadow Road
Yorktown Heights, New York 10598
(914) 245-4009

READING BASICS PLUS

Harper & Row, Publishers, Inc.
New York, New York



WHAT HAS THE PROGRAM ACHIEVED?

Over 1,200 first, second, and sixth grade students from seventeen states were pre-posttested over a two week instructional period in which they used pre-publication materials for Reading Basics Plus. Appropriate reading skill and comprehension tests were administered. Results at all grade levels showed statistically significant pre to post gains on the skills test. While the students were generally successful on the comprehension tests, their gains were not statistically significant. Student and teacher reactions to the materials were very positive.

HOW DOES THE PROGRAM WORK?

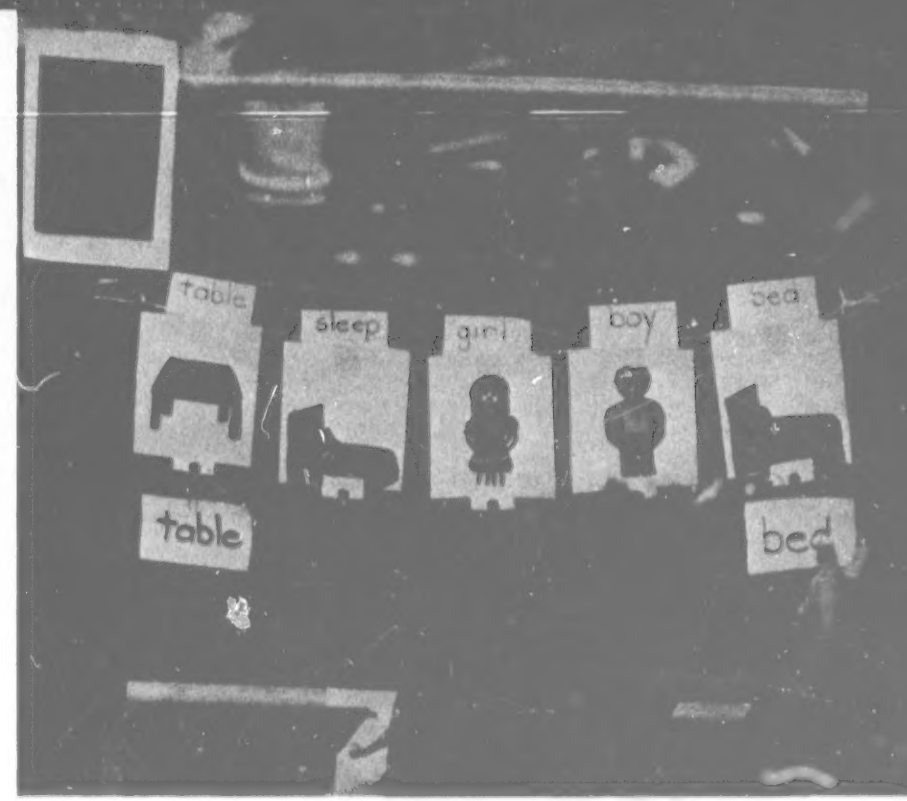
Organization: The primary goal of Reading Basics Plus (RB+) is to create fluent readers who can draw meaning from the printed page. To this end, RB+ systematically teaches the following reading basics: decoding; knowledge of affixes as predictors of grammatical function; context clues; dictionary use; sentence understanding; and comprehension skills such as inference, prediction, main idea, and personal evaluation. At all levels, each skill is taught in a prescribed manner: 1) introduction of skill; 2) reinforcement of skill; and, 3) review of skill. All new vocabulary and skills are introduced in a semantic setting prior to reading the selection in order to allow students to concentrate on overall meaning rather than on words and sentence structure when they read. Discussion questions aimed at improving comprehension follow the reading of each selection. Skills are further reinforced through the use of appropriate workbook lessons. Throughout the program, language activities, silent and oral reading, and workbook activities are teacher-directed. The program is designed to be flexible enough to work successfully in any classroom setting. The amount of time spent on selected activities is determined by individual student needs.

Materials and activities: Program components include a readiness program, three preprimers, a hardbound primer, hardbound basic readers for each grade (1-8), teachers' manuals, and a consumable skills workbook which accompanies each text. RB+ can also supply an Instructional Management System which provides a continuous reading profile of each student and specific remediation/enrichment resources. Also available are supportive materials including phonics workbooks, diagnostic and mastery tests, basic skills duplicating masters, and word and language cards. These materials are used in accordance with student needs as determined by RB+'s diagnostic pretests; following instruction, criterion-referenced posttests are used to assess student progress.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: No staff training is required to implement this program. The teacher's manual for each level provides the necessary information for program implementation. The introduction sets forth the philosophy of the RB+ program and an overview of its design. The lesson plans comprising the body of the manual provide detailed instructions for each aspect of the program. Each lesson plan states objectives, furnishes a variety of language activities, gives appropriate comprehension test questions, and suggests activities for practice and extension of the lesson. Also available is a Supervisor's Manual which suggests procedures for training aides to implement a tutorial program.

Cost: No special facilities, equipment or personnel are required by this program, so the only expenditure necessary for adoption of the program is for instructional materials. The actual cost of the program is determined by student population and which components of the program the school desires to implement. Once the program is established, costs diminish extensively, since many of the materials are non-consumable. Annual costs would be based on student usage of consumable materials. A cost model listing all of the RB+ components and current prices is available upon request.



CURRENT STATUS AND CONTACTS

The Reading Basics Plus program is commercially available from Harper & Row, Publishers, Inc. For information, contact:

Harper & Row, Publishers, Inc.
10 East 53rd Street
New York, New York 10022
(212) 593-7000

The Eastern Regional Office of the School Department of Harper & Row is:

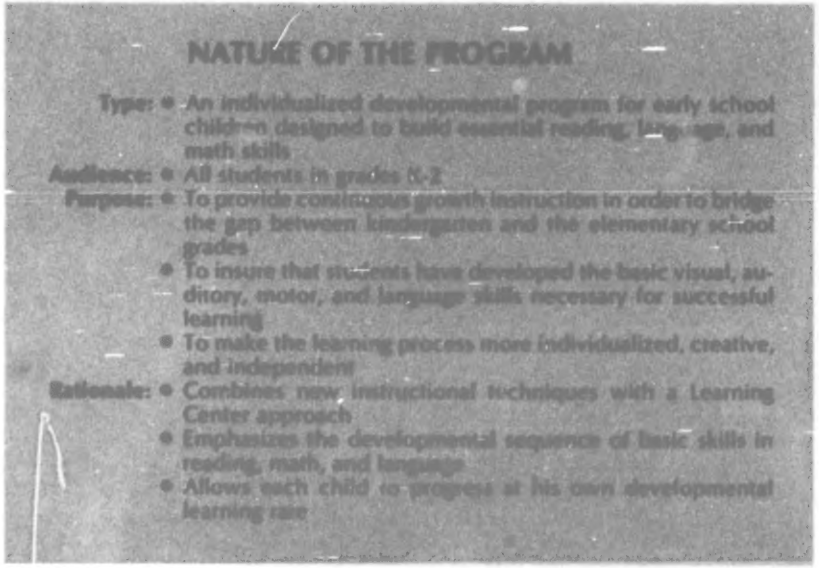
160 Tices Lane
East Brunswick, New Jersey 08816
(201) 238-1210

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R57.**

STRATEGIES IN EARLY CHILDHOOD EDUCATION (SECE)

Waupun, Wisconsin


NATURE OF THE PROGRAM
Type:
An individualized developmental program for early school children designed to build essential reading, language, and math skills
Audience:
All students in grades K-2
Purpose:
To provide continuous growth instruction in order to bridge the gap between kindergarten and the elementary school grades
To insure that students have developed the basic visual, auditory, motor, and language skills necessary for successful learning
To make the learning process more individualized, creative, and independent
Rationale:
Combines new instructional techniques with a Learning Center approach
Emphasizes the developmental sequence of basic skills in reading, math, and language
Allows each child to progress at his own developmental learning rate

WHAT HAS THE PROGRAM ACHIEVED?

In three years of program implementation (1971-72, 1972-73, 1973-74), several evaluation studies, using experimental/control pretest/posttest designs, have indicated that the SECE program is having a significant impact upon student achievement, and that impact is greater with longer program implementation. This impact has been noted particularly in the mathematics area, where the experimental group significantly outperformed the control groups on the mathematics subtest of the *Metropolitan Achievement Test.*

HOW DOES THE PROGRAM WORK?

Organization: The SECE project believes that each child must be functioning at an adequate level in the basic skills areas before terminal objectives in reading, math, and language can be achieved. The SECE program is organized into two phases:

1) Assessment Phase: All entering kindergarten students are diagnostically screened in the areas of auditory and visual perception, and motor and language development. Developmental levels are determined for each child and a student profile is compiled. Part-time teacher aides and parent volunteers often assist during this evaluation process.

2) Educational Programming Phase: Subsequent to individual assessment, appropriate prescriptive programming is selected to provide growth at the child's developmental rate in the four skills areas.

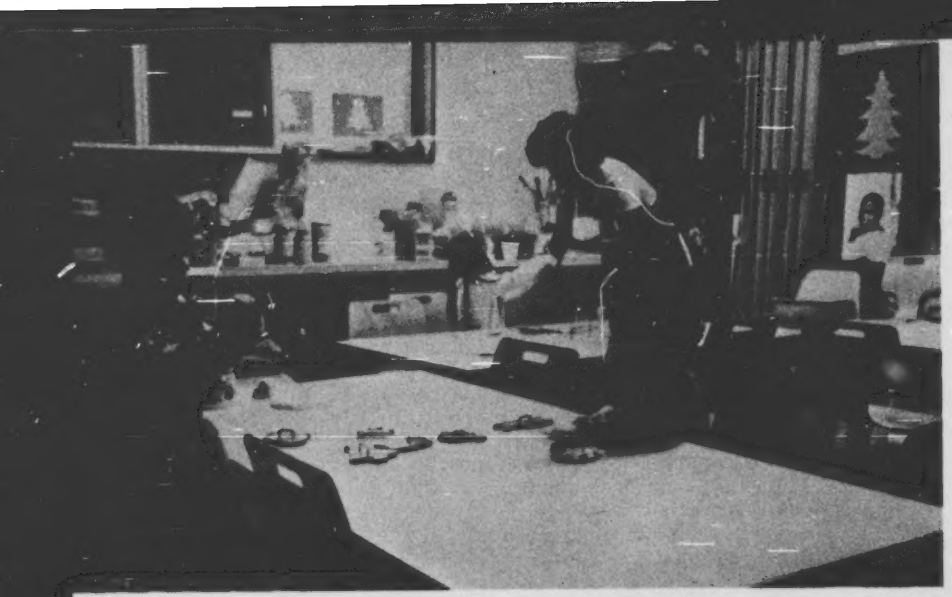
When the prescriptive programs are initially introduced, instruction in the classroom is informal. The major emphasis is upon helping children to work independently and to solve their own problems. As the classroom becomes more structured for independent learning, separate Learning Centers are organized in the four basic skills areas: Motor Skills, Visual Perception Skills, Language Skills, and Auditory Perception Skills. Each component of a student's prescriptive program begins with approximately 15-20 minutes of instruction per day and may be extended up to an hour per day over the course of the school year. Teachers direct students to the various Learning Centers or to small group or individual instruction activities. They assist students in selecting materials which fit their prescriptive program objectives.

Materials and activities: Project-developed materials for diagnostic assessment, prescriptive planning, and student and class progress records are available from the SECE project. A SECE Project Overview Booklet and Implementation Manual are provided at no cost to the potential adopter/adapters. As the SECE emphasizes a new approach to the traditional materials and equipment usually available in a kindergarten classroom, no special equipment or additional materials are required. If other materials are available, they can certainly be used to help promote program activities; however, they are not essential.

The comprehensive evaluation process utilizes the project-developed criterion-referenced Screening Instrument. After assessment is complete, teachers use the Prescription Guide to plan individualized instructional programming specific to each student's developmental level and rate of learning. The project-designed Pupil and Class Record System is utilized to track student progress in the attainment of the developmentally sequenced performance objectives.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The SECE program is funded as a Developer/Demonstrator Project in the National Diffusion Network. Thus, trainers, consultants, and instructional materials for use in preservice and inservice training are available for adopter sites. Ten demonstrator classrooms are available for visitation, and an



administrator and a teacher from each prospective adopter site are required to visit one of these classrooms prior to program implementation. Between 6 and 20 hours of inservice training are provided by the demonstrator project staff prior to project adoption or adaptation. During the first year of project implementation, inservice training consists of one two-hour session per month. Inservice training after the first project year can be tailored to the needs of individual adopter/adapter sites.

Cost: Initial installation costs for the SECE project are minimal, ranging from $75.00 to $100.00 per classroom. This cost includes project and instructional materials, plus release time for teachers involved in inservice training. SECE maintenance costs are low and in many cases can be absorbed into the regular classroom budget.

CURRENT STATUS AND CONTACTS

In addition to receiving the National Pacesetter's Award, SECE has been validated by the U.S. Office of Education and chosen as a Developer/Demonstrator Project in the National Diffusion Network. To date, SECE has been adopted in over 250 school districts in 33 states.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

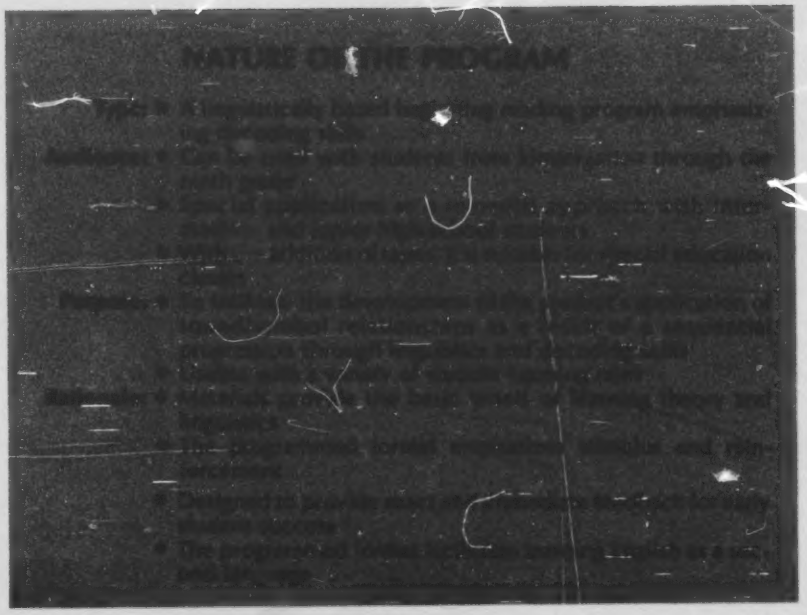
Send for Pamphlet No. **RM2.**

Additional information may be obtained from:

Mr. Robert Schramm
Title III Project Director
Cooperative Educational Service Agency # 13
908 West Main Street
Waupun, Wisconsin 53963
(414) 324-4461

SULLIVAN READING PROGRAM

Behavioral Research Laboratories
Ladera Professional Center
Palo Alto, California



WHAT HAS THE PROGRAM ACHIEVED?

In 1968-69 the San Francisco Unified School District measured the achievement of over a thousand students who had used the Sullivan material over a year's time. Using a pre,-posttest design, performance was assessed by the *Stanford Achievement Test.* Data indicated that on a district wide basis, 63% of the students—as compared to 43% of all tested students in grades three to six —made month for month gains.

During 1972-73, the Pittsburg Unified School District, Pittsburg, California, joined in a performance contract with BRL to improve students' achievement in reading and mathematics. The guarantee provided for one month's gain in both reading and math for each month of instruction. The overall reading gain for all students enrolled indicated a ten month gain for the five month period in the program. This progress doubled the anticipated growth called for by the guarantee.

HOW DOES THE PROGRAM WORK?

Organization: Information in the programmed texts is presented in small, easily mastered steps called "frames." The difficulty of the material progresses very gradually and logically.

BRL notes "a steady diet of programmed instruction is not nearly as stimulating for the student as an approach that involves a variety of educational experiences." Therefore, the publishers recommend that other activities be generously interspersed with periods of programmed instruction. Thus, a typical reading period might include 20 minutes of work in a programmed text, 15 minutes of reading a story, and 15 minutes of playing a word game.

Materials and activities: Student materials include a set of 29 programmed textbooks, a set of 84 readers, and a set of progress tests. The *Sullivan Reading Program* is divided into six numbered series, each corresponding to roughly one school year. Series 1 through 5 consist of four programmed texts. Series 6 consists of 5 programmed texts. "Comprehension Readers" and "Stories" accompany the texts in each series.

Supplementary materials such as tapes, games, and reading readiness kits are also available for students with special needs. In addition to the "Teachers Guide" and test booklet for each series of the program, a manual of extra activities can be purchased.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Workshops are given at the beginning of the school year by the distributors of the program. Consultants are available throughout the year. Although inservice training is helpful, it is not absolutely necessary. A teacher's guide provides essential program information and objectives.

Costs: Basic per-student costs for one series is $29.00 and includes:
4 programmed textbooks
16 comprehension readers
Booklet of 8 progress tests
Teacher's Manual

Additional items for the *Sullivan Reading Program* include the M.W. Sullivan Stories which correspond to the textbooks and cost $1.50 each; the Placement Exam for the entire program $.50; and the teacher's guide, *Instructional Objectives and Teachers Guide*, which costs $8.50.

CURRENT STATUS AND CONTACTS

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R63.**

Additional information may be obtained from:
Behavioral Research Laboratories
Ladera Professional Center
P.O. Box 577
Palo Alto, California 94302 (415) 854-4400

REFERENCES

Educational Records Bureau. Final Evaluation Report of Project Read in New York City Schools, Urban Education Grant, New York State Education Department, 1969-1970. Greenwich, Conn.: Educational Records Bureau. 1971.

Thomas, Lorna J. The Sullivan Reading Program. Washington, D.C.: U.S. Office of Education, U.S. Department of Health, Education, and Welfare, 1971.

Gibbons, Russell and Perry Patterson. "Annual Evaluation Report of Project Glad," Pittsburg Unified School District, Pittsburg, California, July 1973.

SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION

(The Manzanita Curriculum Design Project)

Manzanita Elementary School
Grants Pass, Oregon

NATURE OF THE PROGRAM

Type:
- An individualized and ungraded elementary basic skills curriculum in reading, language, and mathematics based upon performance objectives
- Utilizes a differentiated staffing pattern

Audience:
- Students in grades 1-6

Purpose:
- To provide a curriculum system which is applicable to diagnosed student needs
- To provide a basic skills program emphasizing systematic and preventive instruction
- To provide for vertical articulation based upon individual student needs, interests, and learning styles

Rationale:
- Based upon a total system approach which blends aspects of many innovative approaches into a comprehensive whole
- Characterized by highly systematic procedures which are directly related to the individual instructional needs of the learner

WHAT HAS THE PROGRAM ACHIEVED?

The effects of the program were measured in two ways. Alternate forms of the *California Achievement Test* (CAT) were administered to all students on a pre- and posttest basis. Differences between pre- and posttest performance were computed and tested for significance. In addition, grade level mean test scores from the years immediately preceding the project were used as a baseline against which project accomplishments were measured. The data indicated a general reversal of declining performance trends which were apparent in the baseline data.

Another comparison involved student performance on pre- and posttests during the project year. While the average amount of gain in mastery differed from group to group, a statistically significant gain occurred at each grade level.

HOW DOES THE PROGRAM WORK?

Organization: The program is organized around a hierarchical list of skills for each of several concept areas, with instructional objectives for each skill. Program Management Units (PMU's) support each set of objectives and provide learning activities and alternate routes of instruction. The amount of time a stu-

dent devotes to the program varies, reflecting his unique needs and individual style of learning, as well as his own rate of progress. Teacher aides are helpful in the implementation of the program. However, the program has been implemented and tested in schools where no aides were available. Classroom organization may vary from self-contained classrooms with a single teacher to unit arrangements with differentiated staffing, depending upon available staff and facilities.

Materials and activities: The teacher is provided with a hierarchical list of skills for each concept area, instructional objectives for each skill, and necessary pre- and posttests. PMU's providing varied learning activities are available for each student. Additional materials may include films, tapes, consumable paper items and games. Pre-tests are used to determine the student's position on appropriate skill levels. As the student works through successive PMU's, he is administered posttests which he must pass with a 90% mastery before progressing. If a student fails a posttest, he is recycled through another PMU. Second posttests are administered 5 weeks later to determine skill retention.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: General inservice training relating to the varied instructional procedures and multi-media resources of this program is helpful to successful implementation. No special training is required for teacher aides.

Cost: The program requires facilities that promote flexibility of instruction, but such facilities could be developed within most existing school structures. Individual and small group learning stations, areas for larger meetings, open areas, and provisions for materials storage are required. The program tends to be media rich and requires larger numbers of cassette recorders, film strip viewers, and similar equipment, than are normally stocked. The per student installation cost is $20.85. Once installed, the program costs no more than a conventional program. Operational costs of the project elementary school are estimated at $420 per year for the total program.

CURRENT STATUS AND CONTACTS

At the present time, the program is fully operational at all grade levels at the Manzanita Elementary School.

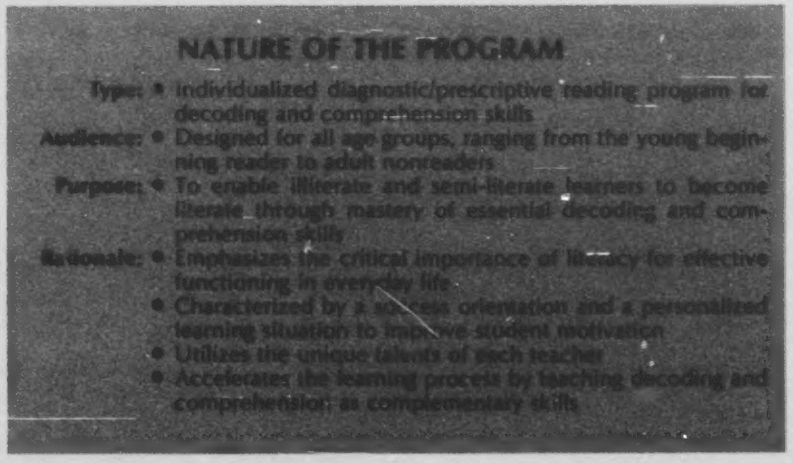
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM6.**

Additional information may be obtained from:
Josephine County School District
Manzanita Elementary School
"A Systems Approach to Individualized Instruction"
310 San Francisco Street
Grants Pass, Oregon 97526
Telephone: (503) 479-6313

THE TAMAGOOSIAN DECODING AND COMPREHENSION SKILLS PROGRAM

Lakewood Public Schools
Lakewood, New Jersey


NATURE OF THE PROGRAM
Type:
Individualized diagnostic/prescriptive reading program for decoding and comprehension skills
Audience:
Designed for all age groups, ranging from the young beginning reader to adult nonreaders
Purpose:
To enable illiterate and semi-literate learners to become literate through mastery of essential decoding and comprehension skills
Rationale:
Emphasizes the critical importance of literacy for effective functioning in everyday life
Characterized by a success orientation and a personalized learning situation to improve student motivation
Utilizes the unique talents of each teacher
Accelerates the learning process by teaching decoding and comprehension as complementary skills

WHAT HAS THE PROGRAM ACHIEVED?

Standardized reading tests administered on a pre/posttest basis indicated that project children were making gains greater than would have been expected based upon past performance. Specifically, prior to program exposure, target children were gaining less than six months in reading per academic year. During the project year, students gained an average of one year and four months in reading mastery per academic year.

HOW DOES THE PROGRAM WORK?

Organization: The Tamagoosian Method is based on the premise that mastery of decoding skills is the first and most vital step toward gaining independence in

reading. Procedures used to teach decoding at each of eight skill levels focus on the development of listening, speaking, thinking, spelling, comprehension and active vocabulary building skills. Teacher aides, though not critically needed, help contribute to the maximum effectiveness of the program.

Materials and activities: The program is designed to be used in a self-contained classroom, a remedial lab setting, or in one-to-one instruction. Materials provided include a Teacher's Manual, a number of workbooks and storybooks, and a series of screening tests and evaluative activities. Teachers are encouraged to personalize the program by adding supplementary and teacher-made materials according to specific need.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Intensive inservice training and follow-up is provided by the Tamagoosian consultants according to school need. A comprehensive and explicit Teacher's Manual is included.

Cost: The cost of installing the program is approximately $25 per student; there are no maintenance costs after installation.

CURRENT STATUS AND CONTACTS

Since its conception, the Tamagoosian program has been expanded to include Special Education, first through fourth graders, and high school students. The program is currently in use in a number of public schools and state institutions, including a child treatment center, a boys' training school, and a psychiatric hospital.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

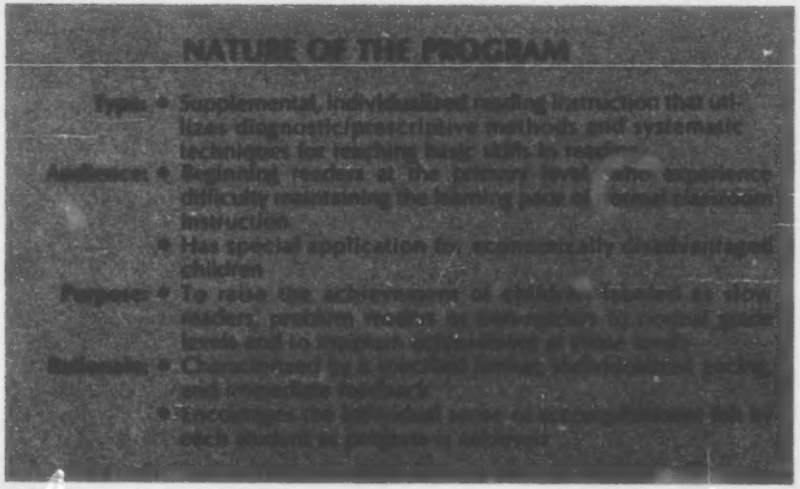
Send for Pamphlet No. **R65.**

For further information, interested schools may contact the publisher of the Tamagoosian program at the following address:

Layzon Associates, Inc.
118 Broadway, P.O. Box 245
Hillsdale, N.J. 07642
(201) 666-3330

BASIC SKILLS IN READING (BASK)

Manchester Public Schools
Manchester, New Hampshire



WHAT HAS THE PROGRAM ACHIEVED?

The *BASK* program projected that 65% of its participants would gain at least one month in reading ability for each month of instruction. Pre- and posttest evaluation after three years of implementation showed that the children far surpassed the initial BASK program goals. Students enrolled in the program came primarily from urban homes and qualified as participants under ESEA Title I guidelines.

HOW DOES THE PROGRAM WORK?

Organization: The BASK program entails a curriculum of instructional objectives which focus on mastery of basic reading skills. Diagnostic tests determine student needs; the objectives provide the systematic framework through which students progress at individual rates. Each child is expected to spend 30 minutes daily, up to a total of 85 hours, in the *BASK* program.

Materials and activities: The *BASK* format lends itself to the use of varied materials, many of which may already be owned by the consumer school. Commercial and teacher-made materials used at current *BASK* sites include: reading basals, ABC puzzles, magic slates, phono-visual materials and assorted trade books. Activities are individually prescribed according to student need and are closely monitored.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project considers inservice training critical to the effective implementation of the *BASK* program. As the amount of training needed will vary from one site to another, the *BASK* staff offers several training packages to consumer schools. Teacher manuals and worksheets are among materials provided on request.

Cost: Each school installing the *BASK* program has unique requirements and facilities, consequently, the cost of implementing the program varies widely according to the extent of *BASK* services required. The *BASK* program site in Manchester, New Hampshire, served 700 students; its per student cost was $395.

CURRENT STATUS AND CONTACTS

The Manchester, New Hampshire, *BASK* project was funded under FSEA Title I and has been nationally validated. It was approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education. Interested school districts may arrange visits to the project site.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R7.**

Additional information may be obtained from:
Mrs. Marjorie H. Benz
Title I Coordinator & BASK Project Director
School Administration Building
88 Lowell St.
Manchester, New Hampshire 03104
(603) 669-9321

ESEA TITLE I CHILD-PARENT CENTERS

Board of Education
City of Chicago

NATURE OF THE PROGRAM

Type:
- Child-Parent Centers, located in facilities separate from school buildings, provide highly structured instructional programs and supportive services for pre-school and primary level children
- A total approach to inner city early childhood education which stresses the maintenance of success

Audience:
- Educationally deprived pre-school and primary level children from low income families

Purpose:
- To ensure reading readiness and academic success for educationally deprived pre-school and primary level children through a structured language program, involving parents and special auxiliary staff

Rationale:
- Based on the premise that early intervention is critical to positive language development
- Emphasizes active parent involvement characterized by a highly structured language/basic skills orientation
- Emphasizes program continuity to ensure consistency of experience for targeted students

WHAT HAS THE PROGRAM ACHIEVED?

A consistent finding in evaluations of the CPC program is the stability of participating students' performance over an extended period of time. The typical (median) CPC student generally ranks at the national median by the end of kindergarten and retains that position in succeeding grades on a variety of standardized tests.

During 1972-73, the *Test of Basic Experience* (TOBE) was administered to project kindergartners as a reading readiness test. The children scored at national norms for language (50th percentile) and slightly below national norms for math (43rd percentile). Similar results were obtained for kindergartners the following year on the *Comprehensive Test of Basic Skills* (CTBS).

In 1973-74, first graders who took the CTBS attained a total reading score at the 71st percentile. These students included the 1972-73 kindergartners referred to above. Similarly, second and third graders in the program achieved math and reading scores that were at or above grade level on the *California Achievement Test* (CAT).

Evidence has also been obtained which demonstrates the success of the program in the affective domain.

HOW DOES THE PROGRAM WORK?

Organization: Each Center is a separate facility which provides an individualized, locally designed instructional program developed through a partnership of teachers, parents, and auxiliary personnel. The Centers operate on a year-round basis, serving pre-school and kindergarten children in half day classes and providing full day classes for primary age children. In the pre-school and primary programs, structured language and basic skills instruction are emphasized, with individualized attention given to children. The Centers are organized to include classrooms, health and nutrition services, social services for children and parents, and parent participation in a variety of activities.

Materials and activities: Approaches and materials for instruction are selected by the local staff. Instructional materials elected by some of the Centers include the Distar Program, Peabody Language Kits, the Bank Street Readers, and the Learning Experiences in Early Childhood Program. The materials are used to present structured language and basic skills instruction on an individualized basis.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is integral to program activities at the project site. Awareness materials are available for adopting districts, and arrangements may be made for training at an adopter site.

Cost: Costs for the program include setting up a facility for Center activities. Start-up costs for instructional materials are estimated at $100 per student. The annual maintenance costs for instructional materials are estimated at $13 per student.

CURRENT STATUS AND CONTACTS

Currently, twenty-four Child-Parent Centers are operating in the Chicago Public School System. The program has been nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R8.**

Additional information may be obtained from:

Mrs. Velma F. Thomas
Director of Early Childhood Programs
Department of Government Funded Programs
Board of Education of the City of Chicago
228 North LaSalle Street, Room 1150
Chicago, Illinois 60601

PERSONALIZED INSTRUCTIONAL SYSTEM:

CLASSROOM TEAM APPROACH PROJECT

Adams County School District # 50
Westminster, Colorado

NATURE OF THE PROGRAM

Type:
- A language arts program using a team teacher approach in a regular classroom environment
- Includes instructional activities in reading skills, language development, creative writing, communication skills, and recreational reading

Audience:
- Students in grades 1-6 scoring in the lowest quartile in reading achievement

Purpose:
- To provide an instructional model which will be successful in helping students improve their language arts skills

Rationale:
- Designed to include instructional activities relevant to the objectives of the regular language curriculum
- Utilizes instructional techniques that accommodate students' individual learning styles
- Emphasizes on-going assessment of student progress

WHAT HAS THE PROGRAM ACHIEVED?

A major program objective was that 80% of the participating students attain one month gain in reading achievement for every month of instruction. Pre-post analysis of students' performance on the *Metropolitan Achievement Test* was the basis for determining the achievement of this objective. Results of the 1974-75 analysis indicated that the program had the greatest impact on first grade students, with 82% of this population achieving the objective. At other grade levels, although substantial numbers of students either achieved the objective or were

close to achieving it, the 80% level was not attained. Overall, 69% of the students achieved the objective. While the program fell short of its stated objective for grade levels 2-6, the evaluation data revealed that students in the lowest quartile in reading achievement did make significant gains in reading achievement as a result of their participation in the program. Also, at all grade levels, slightly over 76% of the students were reported to have made an average gain of one stanine or more.

HOW DOES THE PROGRAM WORK?

Organization: The most innovative feature of this project is that it is conducted in the regular classroom in conjunction with the regular language arts program. The classroom teacher's curriculum serves as a base for the Title I activities, which modify, reinforce, and supplement the regular program. Title I personnel work with regular classroom teachers in a team approach to instruction; the teams operate in the classroom five days a week. Four hours a week are utilized by the specialist for team meetings, preparation of materials, and other project duties.

Materials and activities: Regular classroom language arts materials are modified and supplemented with teacher-made games, kits and transparencies, as well as commercially produced language arts materials from various publishers. The regular classroom curriculum materials are modified for presentation at different levels utilizing auditory, visual, tactual-kinesthetic, perceptual-motor, and language development techniques.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project staff suggests an initial week of inservice, to be followed by regular team planning sessions throughout the year.

Inservice activities cover such areas as: roles of members, teacher-made materials, modification of regular curriculum materials to fit individual students, the use of materials and audio-visual equipment, reading assessment, and behavior management techniques.

Awareness materials are available for school districts adopting this program, and visitors are welcome to the training site. Training may be conducted at the project site, but no training is conducted out-of-state.

Cost: The cost per student at the project site was approximately $320 in 1974-75 and $413 in 1975-76. This will vary with cost of materials and number of students.

CURRENT STATUS AND CONTACTS

The entire project is funded by the Elementary and Secondary Education Act, Title I. The program has been nationally validated and has been approved for national dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

At the present time the program serves 552 students in eight elementary schools in grades 1-6. It is being utilized in the Adams County School District

#50 located in Westminster, Colorado.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

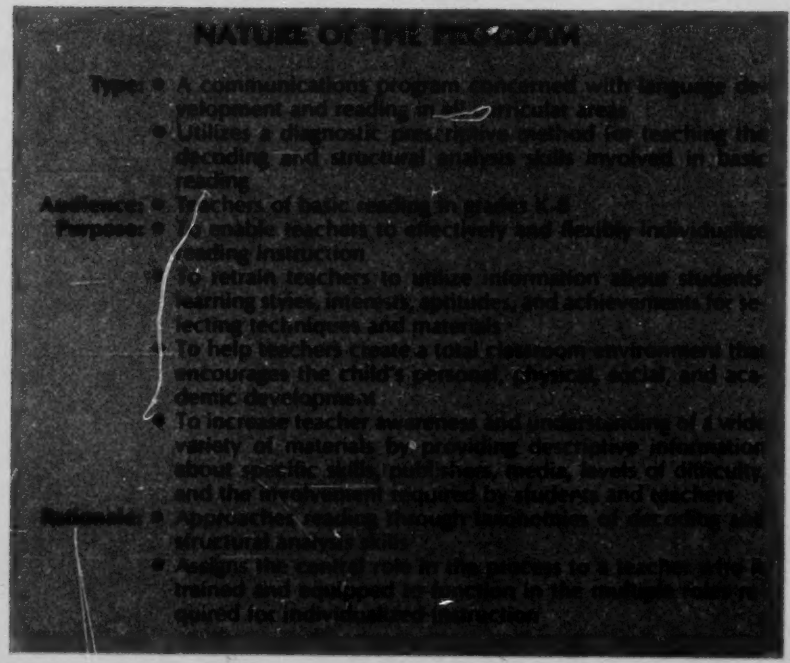
Send for Pamphlet No. **R10.**

Additional information may be obtained from:

Lillian Cannon, Director
and/or
Sally Case, Coordinator
Adams County District #50
Westminster, Colorado 80030
(303) 428-3511

COOPERATIVE INDIVIDUALIZED READING PROJECT CIRP/RELATE

University of Bridgeport
Bridgeport, Connecticut



WHAT HAS THE PROGRAM ACHIEVED?

Evaluation results showed that project classes in Westport, Connecticut schools consistently outperformed regular classrooms. The *Gates-MacGinitie Test* revealed a marked gain in both vocabulary and comprehension on all grade levels. Parents' evaluation of the Drop-In Center component of the project has been extremely favorable, with an overwhelming percentage supporting its expansion.

HOW DOES THE PROGRAM WORK?

Organization: CIRP/RELATE is essentially a management system for individualizing reading instruction for students in grades K-8. The program conceptualizes individualization as a continuous three-stage process: (1) the assessment of strengths and needs; (2) the selection of appropriate materials; and, (3) the effective implementation of a variety of techniques. Flexibility is central to the program's diagnostic-prescriptive approach, and the various skills are keyed to the materials of over 60 publishers.

CIRP/RELATE materials are designed to be useful with any classroom organization. Instruction may be related to independent work or skill based small groups. However, the program does require the use of an aide to ease the demands of record keeping. At the project site, children also spend afternoon hours between 3:00 to 5:00 p.m. at the Drop-In Center where community members and high school students serve as facilitators and tutors.

Materials and activities: The program provides materials retrieval handbooks which catalogue and index on a lesson-by-lesson basis commercial materials from over 60 publishers for grades K-8. The Drop-In Center offers individualized reading activities, utilizing a consecutive series of grade level worksheets. Flexibility is stressed in the use of classroom materials, and a project developed *Ideabook* discusses a variety of ways in which the materials can be used. In any case, instruction follows a pattern of skill of diagnosis and the selection of appropriate materials and procedures for teaching the skill.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Since CIRP/RELATE views itself primarily as a teacher retraining program, inservice training is a major component. The program is implemented by means of a retraining workshop operated under the auspices of the University of Bridgeport. At this workshop, teachers are taught the strategies employed by the program and are familiarized with the management materials. These materials include the diagnostic tools and record keeping materials for decoding and structural analysis, the materials retrieval handbooks, and an *Ideabook*. It is expected that teachers completing the workshop train other teachers and aides within their schools.

Cost: The program requires a variety of materials and media in each classroom or at some central point. CIRP/RELATE estimates that the average expenditure per classroom for materials is approximately $400. Inservice training costs are about $800 for a teacher who is expected to train others. Teacher aide salaries are also a cost factor. CIRP/RELATE estimates that the program costs approximately $69 per student annually above regular program costs. The Drop-In Center requires funds for salaries and rental space.

CURRENT STATUS AND CONTACTS

CIRP/RELATE has received much recognition for the quality of its program. It was selected as a model program by the National Center for Educational Communication, as the recipient for one of twelve Pacesetter Awards to Title III projects by the President's Advisory Council on Supplementary Centers and Services,

and as one of eight projects chosen for nationwide dissemination by the National Institute of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R12.**

Additional information may be obtained from:
Mr. Joseph J. Lipp, Project Director
Cooperative Individualized Reading Project
Room 11, South Hall
University of Bridgeport
Bridgeport, Connecticut 06602
(203) 576-4993

THE CROFT READING SUPPORT SYSTEM

Union School Products
Elizabeth, New Jersey

NATURE OF THE PROGRAM

Type:
- An inservice workshop program in Word Attack Skills and Reading Comprehension for elementary school teachers

Audience:
- Teachers of children whose reading levels range from readiness to sixth grade

Purpose:
- To expand the knowledge and skills of teachers through inservice training
- To provide methods and materials for personalizing classroom instruction and for maintaining continuous progress in reading for every child
- To provide a valid framework of objectives in Word Attack Skills and Comprehension appropriate for any age or grade level

Rationale:
- Stresses behaviorally defined instructional objectives and a diagnostic/prescriptive approach
- Trains teachers in administration, diagnosis of word attack and comprehension skills and in ad hoc grouping of students according to need
- Supplements the skills and techniques presented in workshop with summaries of additional local resources
- Requires that teachers learn a recording system to clearly specify each child's level of mastery and needs

WHAT HAS THE PROGRAM ACHIEVED?

Evaluation evidence was collected on the Word Attack Inservice Program for two purposes; the first was to determine whether teachers' phonics skills improved as a result of the training program, and the second was to ascertain whether students' skills improved as a result of the teachers' participation. Analysis of the data indicate that, overall, the program had a substantial impact on both teachers' and students' phonics skills.

Teachers' phonics skills were shown to improve significantly on the *Phonics Test for Teachers* from pre- to posttesting. Students' growth in phonics skills, as measured by items taken from the *Cooper-McGuire Diagnostic Word Analysis Test*, generally showed significant score increases.

HOW DOES THE PROGRAM WORK?

Organization: The Crofts Program involves both workshop objectives for teachers and specific skill-based objectives for students. Both the inservice program in reading comprehension and the inservice program in word attack skills are organized in the same way. Each consists of eight workshops subdivided into three parts:

1) Pre-Workshop reading (provided in Teacher's Guides in which background information is presented logically and sequentially).
2) Workshop demonstration (Provided in Group Leader's Guides for the purpose of clarifying and expanding various aspects of the systems approach).
3) Post Workshop activities for classroom implementation (which combines Workshop activities with current classroom activities).

The time necessary for the teachers to complete both workshop series involves attending 16 workshops with preparation prior to the workshops, and classroom implementation after workshop participation. The programs in word attack and comprehension are adaptable to any classroom organization and can be used in self-contained or open classrooms.

Materials and activities: Materials are provided for trainers, for teacher participants, and for students. These include a Group Leader's Guide, a Teacher's Guide, a Manual for Test Administration, Spirit Master Booklets containing criterion-referenced pre- and posttests for use with students, scoring keys, an Individual Student Progress Record Card, cassette tapes, and overhead transparencies. The inservice materials are used at locally established intervals for training teachers in the implementation of the system. The diagnostic materials are used in the classroom followed by appropriate grouping, instruction, and practice.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The Croft Reading Support System is basically an inservice teacher training program to develop skills in Word Attack and Reading Comprehension.

Cost: The costs for program materials are listed below:

WORKSHOP MATERIALS

WORD ATTACK SKILLS		COMPREHENSION
$249.00	GROUP LEADER'S KIT	$249.00
$14.50	TEACHER'S GUIDE	$14.50
	TESTING AND RECORDKEEPING	
$19.00	Complete set of **Criterion Referenced** Pretests in a Spirit Master Book	$19.00
$19.00	Complete set of **Criterion Referenced** Posttests in a Spirit Master Book	$19.00
$6.00	**DIRECTIONS FOR ADMINISTRATION** for the Pre and Posttests	$6.00
$26.00	**CLASS RECORD CARDS** (Pkg. of 20)	$26.00
$6.00	**INDIVIDUAL PUPIL PROGRESS CARDS** (Pkg. of 50)	$6.00
	ACCESSORIES	
	SCORING KEYS—Transparent overlays for easy scoring of Criterion Tests	
$89.00	PRETESTS	$89.00
$89.00	POSTTESTS	$89.00
$39.00	CROSS-REFERENCES	$39.00
$14.50	**KEY-SORT CARDS** (Pkg. of 50) edge punched and needle sorted for ease in establishing skill groups	$14.50
	SELF-SCORING TESTS—Complete series of CRITERION REFERENCED tests on NCR self-scoring paper	
$349.00	PRETESTS (36 copies of each test)	$349.00
$349.00	POSTTESTS (36 copies of each test)	$349.00
$9.50	**PRESSURE SENSITIVE CLASS RECORD CHARTS**	$9.50
$18.50	**CLASS SET OF STUDENT RECORD FOLDERS**	$18.50

CURRENT STATUS AND CONTACTS

The Croft Reading Support System is being used in both large and small communities nationwide. New components supplementing and extending the present system are currently being developed.

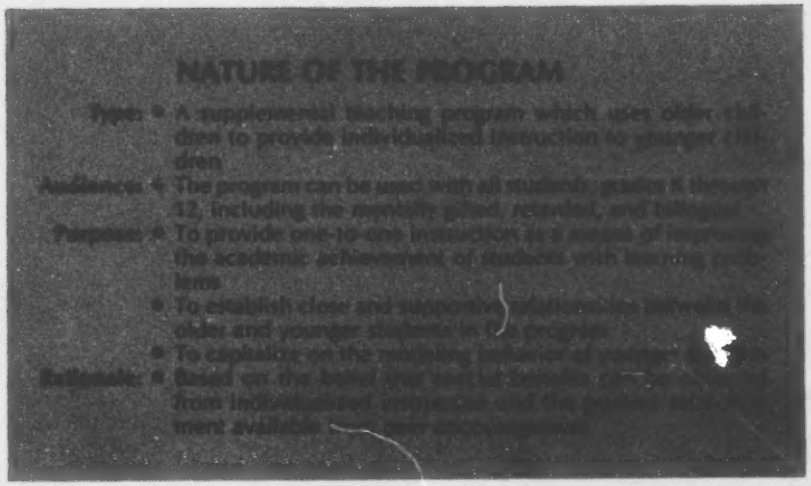
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R14.**

Additional information may be obtained from:
Mr. Al Krauza
Union School Products
561 South Broad Street
Elizabeth, New Jersey 07202
(201) 351-1664 or (212) 698-7111

CROSS-AGE TEACHING

La Verne College
La Verne, California



WHAT HAS THE PROGRAM ACHIEVED?

Program evaluation was concerned with the effect of Cross-Age Teaching on academic and affective areas for both the older and younger students in the program. Tests used included the *California Achievement Tests, McDaniel Inferred and Self-Concept Scales,* and sociograms. In addition, data were collected on attendance and discipline patterns. Although both the older and younger students had lower mean I.Q. scores than the control groups, their gains exceeded those of the comparative groups on five of the six academic areas measured, and in the self-concept area. Similar improvement was found on measures of social acceptance, discipline, and attendance. Evaluation of the Sparta, New Jersey, Cross-Age Teaching pilot program, involving first and sixth graders, showed that the first graders achieved significant differences over a control group in word meaning and total reading, as measured by the *American School Achievement Test, Primary Level,* but did not achieve significant differences in word recognition.

HOW DOES THE PROGRAM WORK?

Organization: The program can be organized in a variety of ways to meet the particular needs of the adopting school district. The basis of organization is simply a group of trained "olders" who work with "youngers" who are two to four years their junior. Each "older" teaches three days a week for 30-45 minutes daily.

The lesson is conducted according to a lesson plan which must contain three learning activities. The plans are worked out with the help of a teacher-clinician during weekly content sessions and are coordinated with the "receiving teacher," who is the regular teacher of the younger student.

Materials and activities: The materials used include any which are appropriate in a one-to-one tutorial setting. "Olders" are provided with a variety of materials which may include materials used in the younger students' regular classes.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training for regular teaching staff and for "olders" is recommended. "Olders" participate in a three week training session in September, and also receive on-going training from October to May in weekly content training and feedback sessions. In addition, the Ontario-Montclair School District developed materials useful in setting up and maintaining the program. These are the Cross-Age Teaching Resource Manual and the Cross-Age Teaching Student Training Tape.

Cost: Implementation costs are minimal. The joint experience of 623 schools in programs involving 61,793 students showed a total cost of $1.90 per child. The salary of the teacher-clinician is an additional expense, as is the cost of training workshops for teachers.

CURRENT STATUS AND CONTACTS

The program is no longer funded under ESEA Title III. In September, 1973, the program was absorbed by La Verne College, Field Studies Division.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

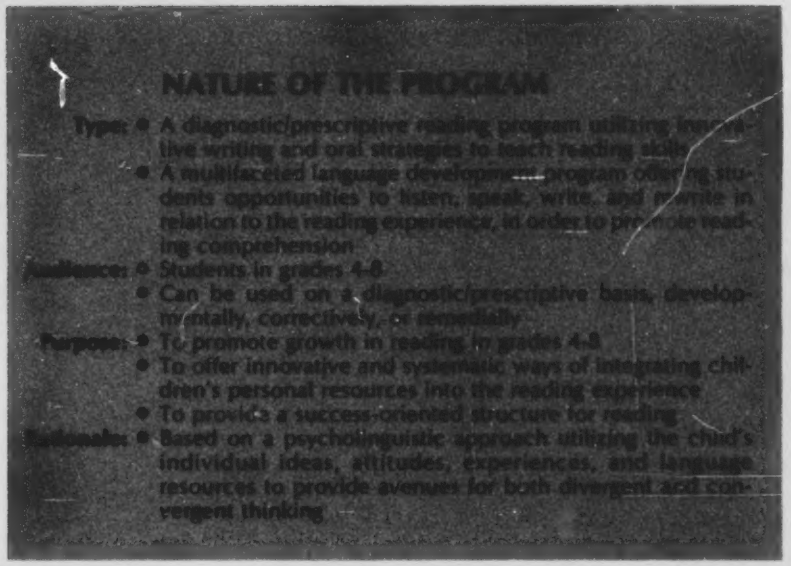
Send for Pamphlet No. **R15.**

Additional information may be obtained from:

Mr. David Sherertz
Director, Inservice Education
Field Studies Sector
La Verne College
La Verne, California 91750
(714) 593-3511, Ext. 286 or 288

PROJECT READ-WRITE

Hawkins Street School
Newark, New Jersey


NATURE OF THE PROGRAM
Type:
• A diagnostic/prescriptive reading program utilizing
tive writing and oral strategies to teach reading skills
• A multifaceted language development program offering stu-
dents opportunities to listen, speak, write, and promote in
relation to the reading experience, in order to promote read-
ing comprehension
Audience:
• Students in grades 4-8
• Can be used on a diagnostic/prescriptive basis, develop-
mentally, correctively, or remedially
Purpose:
• To promote growth in reading in grades 4-8
• To offer innovative and systematic ways of integrating chil-
dren's personal resources into the reading experience
• To provide a success-oriented structure for reading
Rationale:
• Based on a psycholinguistic approach utilizing the child's
individual ideas, attitudes, experiences, and language
resources to provide avenues for both divergent and con-
vergent thinking

WHAT HAS THE PROGRAM ACHIEVED?

Pre/posttest gain scores on the reading battery of the *Metropolitan Achievement Test (MAT)* indicated that project students in grades 4-8 had shown an average (median) growth of 8.4 months for one year of instruction. The results also suggested that the program was beginning to reverse the traditional pattern found in many schools, whereby reading achievement tends to reach a plateau or even decrease at the intermediate levels.

HOW DOES THE PROGRAM WORK?

Organization: Over 200 prescriptive writing and oral activities are the key elements in this program. These prescriptions are each matched to specific reading objectives or clusters of objectives, and may be related to students in any reading program. They can be used in language arts and the content areas, as well as in reading lessons, for constant reinforcement.

Materials and activities: Material used in the program includes a manual which contains: guidelines, a Reading Checklist, methods for determining children's individual needs in reading on an ongoing basis, sample lesson plans, prescriptions, records for noting children's individual growth in reading, informal inventories, and reference bibliographies. Adoption of the program requires an ongoing match between diagnostic results and the selection of appropriate prescriptions. The prescriptive activities are then used to elicit students' attitudes, ideas, and values, and to relate those to the reading activity in order to deepen comprehension and appreciation of the reading selections. The prescriptions can be applied on an individual, small group, or total class basis, to reflect priorities in reading needs, and can be used separately or in sequential clusters, to address as many of these needs as possible within the regular classrooms.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project team will conduct a three-day workshop at the beginning of the school year for an adopting district. The workshop offers a program overview, practice in basic techniques, and taped demonstration lessons. Three days of follow-up consultation during the school year will also be provided by the project team, within the district.

Cost: The only material needed to implement this program is the Teachers' Resource Manual, which costs $10.00. There is no charge for the training and follow-up consultation, if these are provided in New Jersey under the auspices of Title IV-C.

CURRENT STATUS AND CONTACTS

This New Jersey Title III/IV-C project was validated for statewide dissemination in 1976. The Teachers Resource Manual and training tapes will be available for 1976-77.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

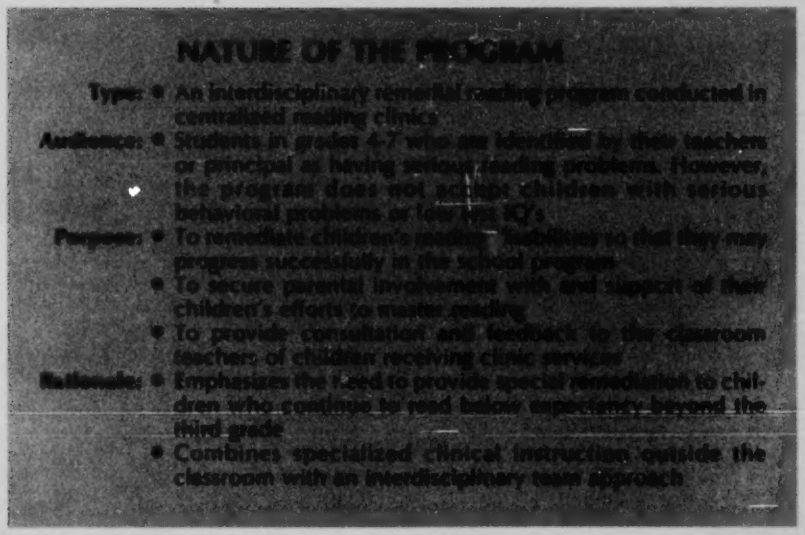
Send for Pamphlet No. **R17.**

Further information can be obtained from:

Ethel Uries, Project Director
Project READ-WRITE
Hawkins Street School
Newark, New Jersey 07105
(201) 733-8216

DIAGNOSTIC READING CLINIC PROGRAM

Cleveland Public Schools
Cleveland, Ohio



WHAT HAS THE PROGRAM ACHIEVED?

Most pupils in the program have achieved significant gains in reading. In addition, forty-six percent of the students who participated during the 1974-75 school year attained an "appropriate performance level" (i.e. within one year of expected reading grade). Follow-up studies indicate that students sustain these gains after terminating their attendance at the clinic. Teachers also noted gains in the affective domain.

HOW DOES THE PROGRAM WORK?

Organization: The program involves satellite clinics to which children are brought in clinic buses, and a follow-up clinicians' program which works with the classroom teachers. Correctional reading services, development of study skills, psychological assessment, referral services for health and medical problems, speech, hearing and sight examinations, and social work services are provided. Students attend one hour daily for a period of two to six months. Volunteers assist in implementing the program.

Materials and Activities: An advantage of the centralized clinic is the extensive array of materials which can be made available. These materials are, essentially, commercially prepared rather than clinic-developed. A diagnostic/prescriptive approach is employed. A typical hour of instruction includes small group instruction and independent activities. The clinic uses the *Gates-McKillop Diagnostic Reading Test* as the basic reading diagnosis instrument, and the *Gates-MacGinitie Reading Tests* to determine progress.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Staff training has several components. One aspect is the Follow-up Clinician Program in which clinicians visit teachers in their classrooms and work with them in continuing instruction. A Teacher Visitation Program makes it possible for teachers to visit the clinic. In addition, monthly inservice meetings are held for classroom teachers at which time clinical procedures are demonstrated and discussed, new instructional techniques are presented, and topics relating to parent and community involvement are raised.

Costs: The cost of the program is proportional to the scope of its operations. Per pupil cost in 1974-75 was slightly more than $458 above the approximately $500 per pupil regular school costs for Cleveland Schools.

CURRENT STATUS AND CONTACTS

The program continues to be an integral part of the Cleveland School System.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

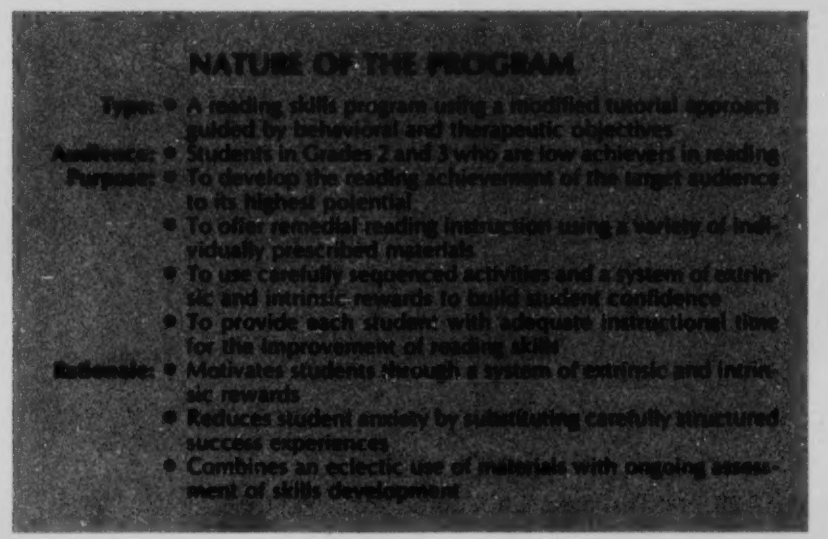
Send for Pamphlet No. **R18.**

Additional information may be obtained from:

Dr. Margaret Fleming, Supervisor
Division of Research and Development
Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 44114
(216) 696-2929

DISCOVERY THROUGH READING

Clarkston, Michigan



WHAT HAS THE PROGRAM ACHIEVED?

The program's stated objectives were that 70% of the participating students would gain one month in word recognition and in reading comprehension for each month in the program. In both years of pre-posttesting, the grade equivalency gain scores of 255 participating students showed that the program exceeded its objective in word recognition skills, and, in the last year of testing, exceeded its objective in comprehension skills, with 90% of the students gaining one or more years. The program is increasingly more effective with students at the lowest end of the achievement continuum.

HOW DOES THE PROGRAM WORK?

Organization: The program has been developed around a specific set of reading skills. These include: visual discrimination and letter recognition; fundamental prereading skills; auditory discrimination and recognition of letter and word sounds; word and paragraph comprehension; sight word recognition; and reading comprehension skills such as getting the main idea, using context, following directions, getting the facts, and drawing conclusions. The program also aims to increase the motivation and self-confidence of students by rewarding the successful completion of tasks.

Materials and Activities: The program uses a variety of materials which must be purchased separately. Reading skills kits, phonics workbooks, and reading comprehension practice kits, as well as various tests, are suggested items. Semi-tutorial instruction is based upon an eclectic use of the materials which are prescribed for each student on an individual basis, for two forty-five minute periods a week. Daily assessment of student progress is built into the program through the sequenced prescription and correct completion of tasks. Diagnostic reading tests are also administered as needed.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: The program advises a week of inservice training at the demonstration site prior to implementing the program. After the initial training, consultant services can be arranged as needed. The cost of the training includes a manual which describes instructional procedures and the use of materials.

Costs: Expenditures for the program include the cost of materials ($20.00 per student) and the cost of staff training ($20.00 per trainee, plus expenses). Some of the student materials need to be repurchased yearly.

CURRENT STATUS AND CONTACTS

Discovery Through Reading is a nationally validated Title I project and has been selected by the USOE for dissemination as a Project Information Package (PIP).

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

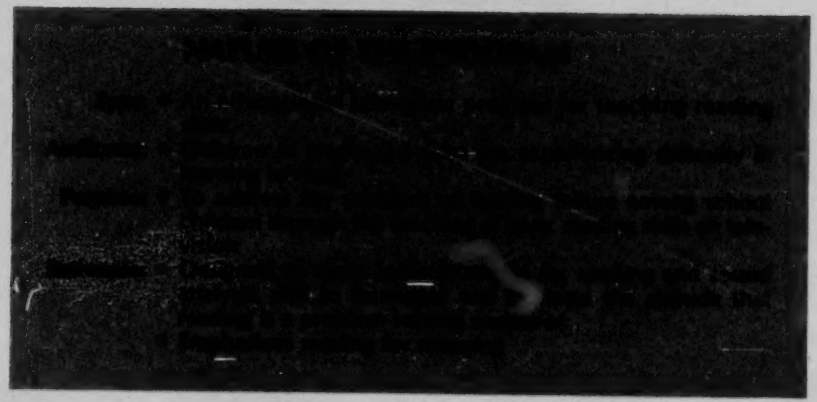
Send for Pamphlet No. **R19.**

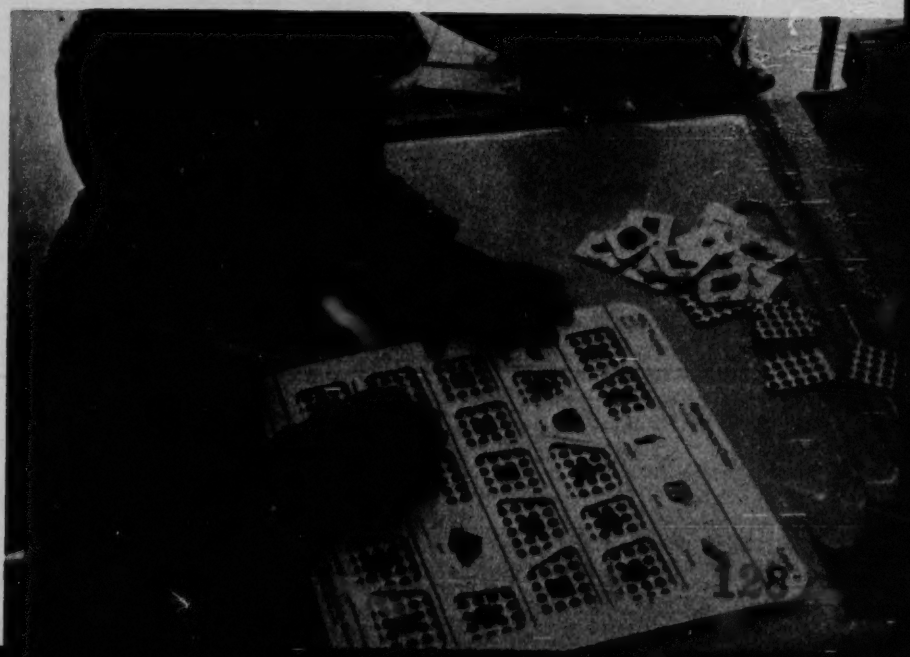
Additional information may be obtained from:

Dorothy Neff
Project Coordinator
Clarkston Community Schools
6590 Middle Lake Road
Clarkston, Michigan 48016
(313) 625-3330

THE ELECTRIC COMPANY

Children's Television Workshop
New York, New York





WHAT HAS THE PROGRAM ACHIEVED?

A variety of ministudies and a major evaluation study by Educational Testing Service (ETS) have been undertaken to assess audience size and distribution, teacher and student satisfaction, and impact upon student reading achievement. Coverage and level of satisfaction were determined using checklists and questionnaires; student impact was measured using a tightly controlled experimental/control, pre/posttest design. A battery of reading achievement assessment instruments was used to establish efficacy.

By the second season, the program was found to be reaching 66 percent of all elementary schools owning television sets (34 percent of all schools in the country); the current viewing audience is estimated to be more than six million school-age and preschool children. Teacher reaction has been extremely positive; 87 percent of teachers surveyed gave "very favorable" as their opinion, and 85 percent reported observations of increased student achievement in reading.

Direct assessment of reading achievement by the target audience demonstrated that exposure to a single season of The Electric Company contributed to significant gains in reading skills of viewers in comparison to nonviewers.

HOW DOES THE PROGRAM WORK?

Organization: The programs are 30 minutes long, use a magazine format, and employ a repertory company of actors and a teenage rock group. A variety of roles and settings, special electronic techniques and effects, and animated and live action films attempt to bring the written word to the television screen. Most participating television stations broadcast the program during school hours, and again in the late afternoon for home viewing.

Reading is presented as a unified process of getting information from print, and a problem-solving approach to reading is stressed; that is, the child is made aware of all the kinds of clues that are available to assist him. The notion that we read for *meaning* underlies all teaching strategies.

In the course of modeling the reading process, the following areas are covered.

Letters and Simple Letter Combinations: Consonants, Consonant Blends, Consonant Digraphs, Vowels, and Vowel Combinations

Larger Pattern in Words: Larger Spelling Patterns, Morphemes, and Sight Words

Scanning Cues in Words: Final e Signaling a "Long" Vowel, and Double Consonant

Phrases and Sentences: Combining Words into Phrases, Combining Words or Phrases into Sentences, and Punctuation as a Guide to Interpretation.

Materials and activities: The program series can be incorporated into the normal classroom routine and used to supplement the regular school reading instructional program.

Televised curriculum and its accompanying classroom materials are built around specific goals in 19 curriculum areas. Teachers may obtain guides which provide curriculum related activities building on the lessons in each show.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Awareness materials are available. Visitors in educational administration or research are welcome by appointment, but there are no facilities for teacher visitations. Out-of-state training is available through field officers who are located in different states. Details are available from:

Mrs. Lynn Devriefs
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

Cost: The cost of a television set in one classroom constitutes the primary financial investment to set up the program. Supplementary kits containing audio-filmstrips, cassettes, activity books and games are all available for classroom instruction in reading. The use of these items is optional.

The *Electric Company Guide/Activity Book*, in two volumes, is also available. This publication is oriented toward teachers and contains curriculum goals for each Electric Company program, as well as hundreds of curriculum-related puzzles, simple crossword games, songs, and suggestions for teachers.

CURRENT STATUS AND CONTACTS

Primary underwriters for The Electric Company include the U.S. Office of Education, member stations of the Public Broadcasting Service with the Corporation for Public Broadcasting, the Ford Foundation, and the Carnegie Corporation.

The program, now in its sixth season, has been nationally validated and was approved in 1974 by the Joint Dissemination Review Panel of the U.S. Office of Education.

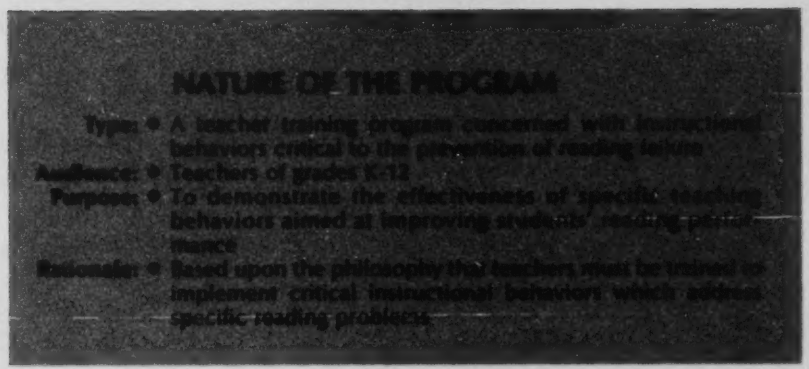
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R22.**

Additional information may be obtained from:
Mr. Samuel Gibbon
The Electric Company
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

EXEMPLARY CENTER FOR READING INSTRUCTION

Granite School District
Salt Lake City, Utah


NATURE OF THE PROGRAM
Type: • A teacher training program concerned with instructional behaviors critical to the prevention of reading failure
Audience: • Teachers of grades K-12
Purpose: • To demonstrate the effectiveness of specific teaching behaviors aimed at improving students' reading performance
Rationale: • Based upon the philosophy that teachers must be trained to implement critical instructional behaviors which address specific reading problems

WHAT HAS THE PROGRAM ACHIEVED?

Efficacy of the teaching techniques developed by this nationally validated program have been demonstrated in four school districts in Utah. Schools were selected on the basis of a previous history of low reading achievement and the varied ethnic background of their students. The impact of the program on students' reading achievement was assessed by a variety of standardized reading tests. The results corroborated that ECRI's teaching techniques are effective in raising the reading levels of students in schools which employ their methodology.

HOW DOES THE PROGRAM WORK?

Organization: The training objectives of ECRI relate to eight teaching behaviors which are critical to the prevention of reading failure. These behaviors include the ability to accomplish the following:

1. Elicit correct responses from non-responding students.
2. Diagnose and prescribe instantly when errors or no responses occur.
3. Move from a model match level to a memory match level and then to a recall level of learning (prompted to unprompted).
4. Vary the number of practices to each student's learning rate.
5. Increase the rate of correct responses from students to provide time for them to master skills.
6. Establish high mastery levels of responses, with performance and rate as criteria.
7. Correlate language arts activities to increase the number and types of responses (e.g., writing and spelling that which the student reads) and focus on the output languages (speaking and creative writing).
8. Utilize effective management and monitoring systems.

Materials and activities: ECRI has developed a multi-media teacher training package. The teaching behaviors demonstrated by the program are relevant to both the elementary and secondary levels and to students of varying abilities and cultures. These teaching techniques are also adaptable to a variety of language arts materials and classroom organizational patterns. Twenty teacher training kits are available. Services provided by ECRI include: training teachers in workshops or in their own classroom setting; preparing supervisors and principals to function as teacher trainers; and monitoring and evaluating student and teacher classroom behavior. The implementation of ECRI's teaching techniques is dependent upon the complete individualization of language arts instruction. As a result of this emphasis, the Center has produced a wide variety of materials to enhance a school's language arts program. These materials are available for local school districts to reproduce during staff training.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Twenty self-instructional teacher training kits are available from ECRI. Two 2 1/2 hour training sessions are necessary to complete each kit. During these sessions, teachers model, elicit responses to questions, design activities for discovery, test for mastery, diagnose, and prescribe.

Costs: A school district may contract for direct inservice training by ECRI staff. Depending upon the length of training time and travel, training contracts range from $5 to $25 per student. The programmed kits may also be purchased for self-instructional staff training. Teacher kits cost $20 and director kits cost $25.

CURRENT STATUS AND CONTACTS

ECRI has been nationally validated and approved for national dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education. Currently it is a Developer-Demonstrator Project in the National Diffusion Network, and ECRI staff have provided inservice education to school districts throughout the United States and Canada.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

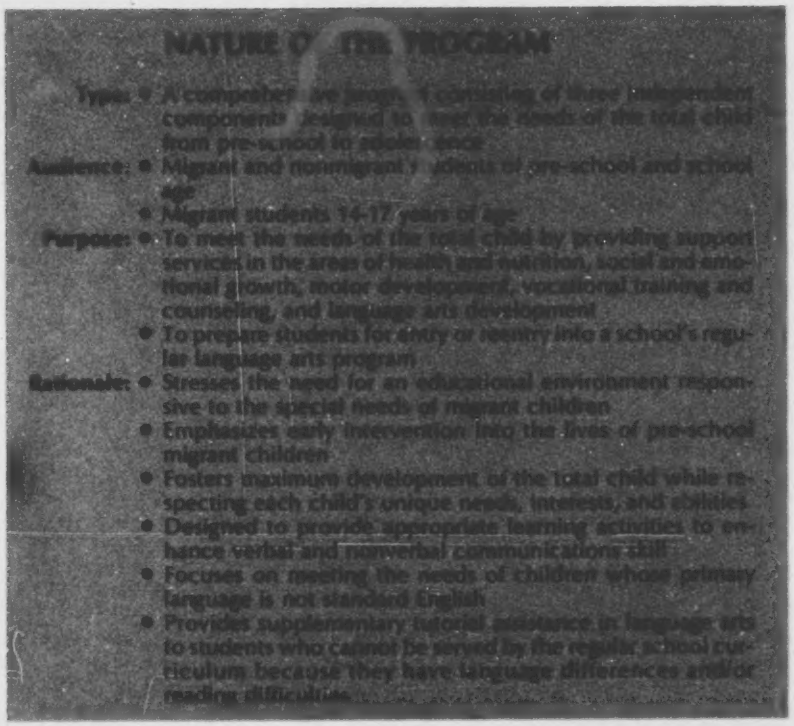
Send for Pamphlet No. **R23.**

Additional information can be obtained from:

Dr. Ethna R. Reid, Director
Exemplary Center for Reading Instruction
2888 Highland Drive
Salt Lake City, Utah 84106
(801) 486-5083

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

Tallahassee, Florida



WHAT HAS THE PROGRAM ACHIEVED?

The primary objective of the tutorial program for grades 2-12 (LDA/TP) was that each student achieve 1½ months gain in reading level for each month of attendance in the program. Pretest/posttest scores of 728 students on the *Stanford Early School Achievement Test (SESAT)*, Levels I and II, were analyzed, revealing that project students attained an average gain of 1.44 months per each month in the program.

Overall, 52% of the project students met the program's goal. However, middle school results were somewhat less favorable in that only 47% of the students attained the program's objective. Tutor experience, training, and students' attendance were significant variables in the analysis of project students' gains.

Organization: The Tutorial Language Arts Program is organized around diagnosis of student needs, prescription based on demonstrated needs, and continuous assessment of student progress.

The diagnostic information obtained from standardized tests is utilized to prescribe a personalized reading program for each student. In addition, informal assessment of oral development is used to prescribe a personalized reading program designed to develop speaking, vocabulary, sentence structure, and communication skills. Instruction in ESL and bilingual language is included where appropriate.

The program specifies a minimum of 15-20 minutes of personalized instruction per session, with more time recommended for ESL students. Instruction is carried out during the regular school day.

Materials and activities: The program stresses the use of multi-media and polysensory materials and approaches to teaching language arts. Tutors, who work with individuals or small groups (no more than five students per session), are encouraged to vary instructional strategies to engage the student's interest and attention. It is suggested that materials of increasing difficulty be utilized in all phases of communication, i.e., reading, writing, speaking, and listening. Finally, tutorial teachers and tutors maintain accurate records of student progress which are shared with the classroom teacher.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Training of the various levels of personnel involved in the tutorial program is necessary. It is conducted on a hierarchical basis, i.e., each level serves as trainer for the level below it. Specifically, the Language Arts Consultant trains tutorial teachers, and teachers train tutors. The number of tutors assigned to a tutorial teacher depends on the teacher's experience and the geographical location of the school. Training opportunities for adopting districts can be arranged at the project site or at out-of-state sites for migrant programs.

Cost: Primary expenditures will occur in the area of training the various levels of personnel required by the program. Costs will vary with the size of staff, number of students involved, and the particular program component which is being adopted. The tutorial component costs $1200 for full time students and an additional $236 per student for migrant education.

CURRENT STATUS AND CONTACTS

The program has been nationally validated and approved for national dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

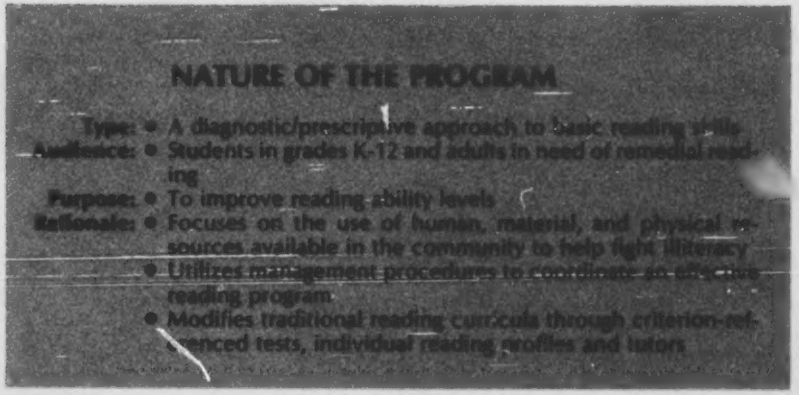
Send for Pamphlet No. **R24.**

Additional information may be obtained from:

Mr. Dale Hilburn
Knotts Building
Tallahassee, Florida 32304
(904) 488-5470

HOSTS—HELP ONE STUDENT TO SUCCEED

Vancouver School District No. 37
Vancouver, Washington


NATURE OF THE PROGRAM
Type: • A diagnostic/prescriptive approach to basic reading skills
Audience: • Students in grades K-12 and adults in need of remedial reading
Purpose: • To improve reading ability levels
Rationale: • Focuses on the use of human, material, and physical resources available in the community to help fight illiteracy
• Utilizes management procedures to coordinate an effective reading program
• Modifies traditional reading curricula through criterion-referenced tests, individual reading profiles and tutors

WHAT HAS THE PROGRAM ACHIEVED?

The program evaluation utilized a pre/posttest research design which employed standardized tests to measure vocabulary, comprehension and reading rates. Although no control groups were employed in evaluating the HOSTS program, utilization of standardized tests with normed grade equivalents established a baseline for comparative purposes. Analysis of the HOSTS data shows that, on the average, project primary level students progressed at the rate of at least 1.08 years over a seven-month interval, intermediate students at 1.08 years, junior high students at 1.16 years, and high school students at a rate of at least 1.57 years. In most cases, HOSTS students exceeded the gains predicted for them. Results of statistical analyses indicated that program students at most grade levels made significant gains in vocabulary, comprehension, and reading rates from pretest to posttest.

HOW DOES THE PROGRAM WORK?

Organization: The HOSTS program operates from a Reading Center containing the wide variety of instructional materials and audio-visual equipment used in the HOSTS program. Students in HOSTS are evaluated to determine their individual needs and ability levels. Prescriptive programming is designed to match coded instructional materials with student reading deficiencies. Community volunteers work as tutors with program students, using the HOSTS prescriptive materials and strategies selected by the reading specialists. One teacher aide and one reading specialist staff each reading center. Additional program staff include: a project director, community volunteers, and a program secretary.

Materials and activities: Instructional materials for HOSTS have been identified and correlated by the project staff to the Fountain Valley Teacher Support System. The HOSTS Cross Referencing Notebooks are used by the instructional staff to plan prescriptive programming tailored to individual student needs, as determined by formal and informal testing procedures. Student reading profiles contain: results of the assessment process, individual lesson plans, and records of daily progress. Although most of the materials and facilities necessary for project implementation are available in the typical school system, it may be necessary to purchase some additional supplementary materials and equipment. The HOSTS Cross Referencing Notebooks and Tutor Training Manuals are available at low cost from the project staff.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Preservice and inservice training are provided to develop staff skills. Prior to implementation, five-day workshops are offered to all instructional staff by the HOSTS personnel. Reading specialists conduct weekly inservice sessions for volunteers and monthly inservice sessions for instructional staff members. In addition, technical assistance is available to adopter/adapter school districts subsequent to project implementation.

Cost: Project HOSTS start-up costs are estimated to range from $30 to $115 per student, depending upon available resources. Annual maintenance costs range from 50c to $12 per student.

CURRENT STATUS AND CONTACTS

The HOSTS project was selected by the Florida State Board of Education and Department of Education as one of the thirteen most outstanding and innovative reading programs in the United States, and was invited to participate in their "Johnny Shall Read" conference held in Tallahassee, Florida in December, 1973. HOSTS workshops have been conducted for educators in many states and Project HOSTS has been adopted in school districts in six states. The HOSTS program has received nationwide publicity from the National Center for Volunteer Action, Right to Read Clearinghouse, in Washington, D.C. HOSTS has been validated and approved for national dissemination by the U.S. Office of Education Joint Dissemination Review Panel.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

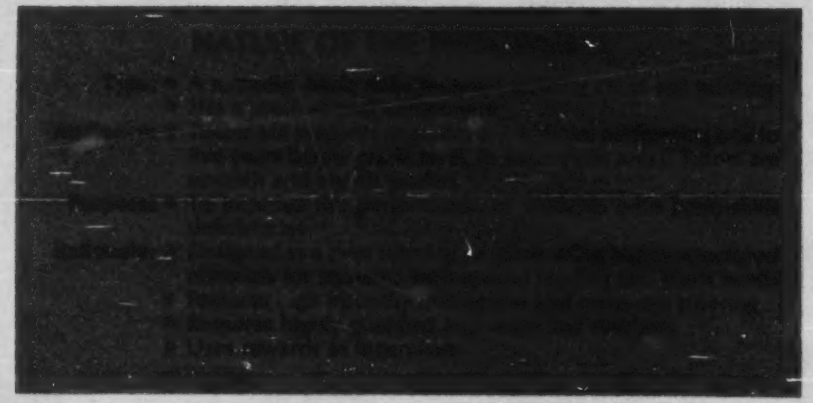
Send for Pamphlet No. **R26.**

Additional information may be obtained from:

Bill Gibbons, Project Director
Project HOSTS
Vancouver School District No. 37
5802 MacArthur Boulevard
Vancouver, Washington 98661
(206) 694-1705

HIGH INTENSITY TUTORING (HIT)

Highland Park, Michigan



WHAT HAS THE PROGRAM ACHIEVED?

As a result of participation in High Intensity Tutoring (HIT), participants made significant gains in the basic skills areas of reading and math. On the *Wide Range Achievement Test (WRAT)* in 1971-72, HIT tutors and tutees in reading and math averaged gains of between .334 and .73 of a standard deviation in relation to the national norm. These findings went beyond the effectiveness criterion which was established for the project. From evaluation data collected in 1972-73, gains for participants exceeded those of non-participants and moved participants substantially closer to the national norm. These gains ranged from 1.2 to 3.7 months per month for tutees and tutors on the *WRAT*.

HOW DOES THE PROGRAM WORK?

Organization: HIT is a cross-age tutoring program for students in grades 6-8, who require remedial work in reading and math. The program is conducted in a reading center and a math center, each of which is staffed by a teacher and two paraprofessionals. Participants in the program are either tutees (sixth and seventh graders with a demonstrated need for remedial work) or tutees (seventh

and eight grade volunteers who themselves need help which they receive through tutoring). Tutees and tutors leave their regular classrooms to report to the centers where they work in pairs with a variety of drill and programmed materials. Teachers and aides provide assistance when needed.

The HIT program has an instructional component and a motivational component. Program materials are carefully assigned by teachers so that students obtain over 90% accuracy in their daily work. Correct responses are calculated daily in terms of points which can be redeemed for tangible rewards.

Materials and activities: Instruction in both centers focuses on drills in basic skills, and practice through programmed materials which are used simultaneously by tutor and tutee. Drill takes place during the first 10 minutes of the period, with materials designed to teach basic sight vocabulary in reading and basic facts in math. For the remaining 20 minutes of the period, carefully structured programmed reading and math booklets are used to teach comprehension and problem-solving skills. All reading is oral; writing is used only when necessary as in problem-solving. Tutees provide responses which are quickly checked by tutors. Correct responses receive points which are recorded in daily records and later redeemed for rewards (normally candy). Tutee work with sequential booklets, and assignment adjustments are determined by individual need.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Some staff training is recommended. A Project Information Package (PIP) describing how to install the successful features of this project is available. This package contains Training Manuals.

Visitors are also welcome at the Developer site from October 15 through May 1. Arrangements can be made for training at this site or at an adopter site.

Cost: HIT is a program which qualifies for Title I funds. Costs will vary, depending on the particular needs and resources of an adopting district. Estimated start-up costs are approximately $5,000 per center (reading and math). Most instructional materials are reusable; however, funds need to be budgeted for such items as rewards.

CURRENT STATUS AND CONTACTS

A Project Information Package (PIP) is available for this project. Information about obtaining a PIP for this program is available from:

Dr. Francis Thompson
ECOS Training Institute
833 Foxmeadow Road
Yorktown Heights, New York 10598
(914) 245-4009

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM10.**

Further information about HIT can be obtained from:

Mrs. Betty A. Colden, Director
School Board of Highland Park
20 Bartlett Street
Highland Park, Michigan 48203
(313) 868-1264

REFERENCES

Project Information Package (PIP): HIT Project Management Director
HIT Teacher's Manual
High Intensity Tutoring Project Analysis and Selection Kit Description Booklet
Project Orientation Materials

IMPROVEMENT OF BASIC READING SKILLS (IBRS)

Sylacauga, Alabama

WHAT HAS THE PROGRAM ACHIEVED?

Program students at all levels made gains which exceeded the IBRS program objectives. The average gain for students was 1.5 to 1.6 years in grade equivalents as measured by the *Gates-MacGinitie Reading Test.* In addition, the program was increasingly effective in lowering the percentage of district students functioning a year or more below grade level in reading. The program impact increased from one project year to the next in meeting district needs in grades 2, 3, 6, and 8. However, it had a reduced impact in grades 1, 4, and 5.

HOW DOES THE PROGRAM WORK?

Organization: Reading Centers are designed to provide individualized prescriptive and small group instruction in reading skills. A student may spend from 30-55 minutes daily in the IBRS Reading Center, depending upon grade level. A reading teacher and a teacher aide staff each Reading Center and provide diagnostic screening as well as direct services. Parents often assist in the wide variety of Reading Center activities.

Materials and activities: An extensive array of materials are used in the IBRS Reading Center prescriptive approach to instruction. In Sylacauga, the Hoffman Reading Program is the central means of instruction, but the program is supplemented by commercial and teacher-made materials and equipment. After the initial selection and referral process has been completed, various diagnostic instruments are used in the assessment phase of the IBRS program. An individual file folder is maintained on each student, containing diagnostic and prescriptive data and progress reports on identified skills objectives. Continuing evaluation reports are entered throughout the year by the Reading Center teachers.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Two and one-half days of preservice training are provided at the project site for Reading Center teachers and teacher aides. In addition, inservice training sessions are held each month during the school year. The agenda for in-service training sessions are planned with the help of the Reading Center staff. Training costs must be paid for by the adopting school district.

Cost: Initial installation costs will vary according to the materials, equipment, and facilities available in a district prior to implementation. In Sylacauga, initial program costs were approximately $364.00 per student. Per student cost for the maintenance of the program has been estimated to be $243.00.

CURRENT STATUS AND CONTACTS

During 1974-75, the IBRS project was nationally validated as an exemplary project and was approved by the Joint Dissemination Review Panel of the U.S. Office of Education. Currently it is being packaged as a Project Information Package (PIP) for national diffusion. Over the past nine years, the project has served over 4000 children, and continues to be active in the Sylacauga City School District.

Mrs. Elizabeth B. Dickson
P.O. Drawer B
Sylacauga, Alabama 35150
(205) 249-0393

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

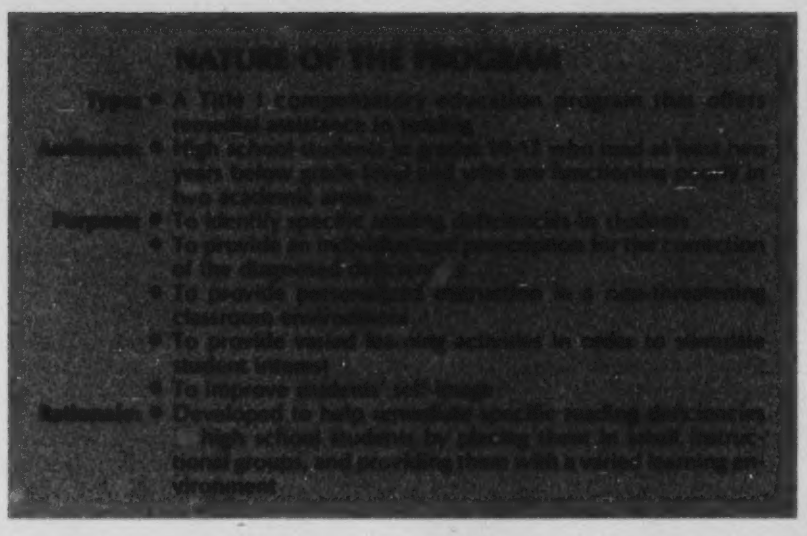
Send for Pamphlet No. **R30.**

Additional information may be obtained from:
Mrs. Elizabeth B. Dickson
P.O. Drawer B
Sylacauga, Alabama 35150
(205) 249-0393

IMPROVING ACHIEVEMENT

THROUGH THE USE OF TEACHERS AND TEACHER AIDES

Logan, Utah



WHAT HAS THE PROGRAM ACHIEVED?

Analysis of pre-posttest results on the *Gates-MacGinitie Reading Test* indicate that target students have achieved an average grade equivalent gain of two grade equivalents per month in reading speed and accuracy, vocabulary, and comprehension as a result of program participation. Past growth for these same students had been 3.0 grade equivalents for the entire year. Subjective data from teachers, parents, and students also reveal that students have improved their attitudes toward school and toward themselves.

HOW DOES THE PROGRAM WORK?

Organization: The program utilizes a variety of learning activities and materials in small group settings to help remediate specific reading deficiencies. Individualization is achieved through the use of a special reading teacher and eight aides. There is no set curricula since the program is tailored to individual needs. The aides' primary goal is to establish rapport with the students after which students can be guided into remedial activities designated by the teacher to improve their reading and communication skills. Instruction takes place one period daily.

Materials and activities: The program is basically tailored to the individual student, thus materials and activities vary, depending upon individual needs. No single activity or program is suggested, although in order to attain the goals of improved reading speed and accuracy, reading vocabulary, and reading comprehension, the following materials have been used by the project: controlled readers, commercial workbooks, reading and word games, filmstrips, records, tape recorders, and other audio-visual devices. These materials are all commercially available.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: It is recommended that the aides be thoroughly trained by the Title I teacher prior to their involvement in the program. In addition, the project will train adopting district staff at the site if the district will pay for the training costs.

Cost: The cost for installing the program is approximately $200-$225 per student. This includes the salaries of the project teacher and aides, in addition to the costs for materials, equipment, and inservice training.

CURRENT STATUS AND CONTACTS

In 1974, the project was approved for national dissemination by the Joint Dissemination and Review Panel.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

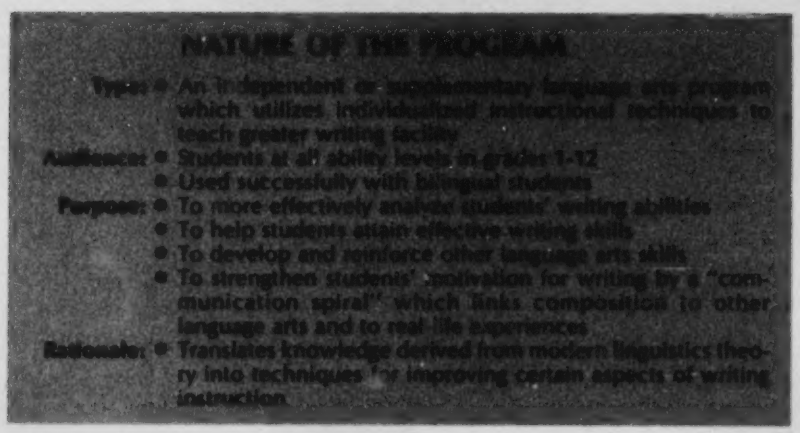
Send for Pamphlet No. **R31.**

Additional information may be obtained from:

Mr. Leon West
District Director, Title I
Cache County School District
2063 North 12th East
Logan, Utah 84321
(801) 752-3925

INDIVIDUALIZED LANGUAGE ARTS: DIAGNOSIS, PRESCRIPTION AND EVALUATION

Weehawken, New Jersey



WHAT HAS THE PROGRAM ACHIEVED?

The evaluation of the project utilized a statistical procedure to compare random samples of papers written eight months apart by project students in grades 3 and 6 to random samples of papers written by control groups in nearby similar districts. The progress of continuing project students in grades 4 and 7 was also determined. Analyses were based upon changes in the syntax of students' writing with respect to specific criteria. The evaluation revealed project success in three ways: project students showed longitudinal gains with respect to most of the evaluative criteria; project students showed considerably greater improvement than the control group; and for most of the criteria, project students outperformed a group of students described in a research project conducted by Dr. Kellog Hunt of Florida State University.

HOW DOES THE PROGRAM WORK?

Organization: The primary goal of the program is to enable students to write syntactically sophisticated sentences, to develop a rich and varied vocabulary, and to punctuate and spell correctly. The program teaches students to organize their material and to build a clear sense of sequence and purpose in their stories. Instructional techniques, based on linguistics theory, are blended with a language/experience approach so that the language, feelings, and ideas of students are used to promote motivation, precision and control.

The program includes writing activities in all areas of the curriculum and can be organized within a diagnostic-teaching framework, thus enabling teachers and students to have continuous diagnosis of writing needs. The program can easily be combined with existing language arts curricula and objectives.

Materials and activities: The only material required is the Teacher's Resource Manual which covers every phase of the program. At the project site, the program has completely replaced writing workbooks and textbooks. After diagnosing each student's writing skills, the teacher uses the Teacher's Resource Manual to prescribe a variety of writing and rewriting techniques. These techniques are to be used in all content areas in which writing is feasible. Thus, the program is integrated into other curricular areas. The teacher tries to develop a strong motivation for writing for a "communication spiral" which links composition to the other language arts and real life experience. Writing instruction is related to speaking, listening, and reading activities, and the students' feelings and ideas are used to promote motivation.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Teachers and administrators require training before implementing the program. The Teacher's Resource Manual covers every phase of the program. An overview brochure about the program is also available free of charge from the project director. Visitors are welcome at the project site from October 15 through May 15. Training is not given onsite, but a two-day workshop is conducted regularly in New Jersey for teachers and an administrator. In addition there are periodic one-day workshops in advanced training for adopting districts. Training may also be conducted out-of-state and project staff may be able to attend out-of-state conferences.

Costs: The cost of the Teacher's Resource Manual is $12.50 for the first copy, and $10.00 for each additional copy. A single copy serves several teachers. There is no charge for the training services of the project staff; however, project staff expenses must be paid when training is conducted out-of-state.

CURRENT STATUS AND CONTACTS

The program was funded through an ESEA, Title III grant. In 1974, the project was endorsed by the Joint Dissemination Review Panel of the U.S Office of Education for national dissemination. As a result of two years of dissemination this program is currently operating in many New Jersey districts as well as some out-of-state districts. Adopter districts serve rural, suburban and urban populations.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

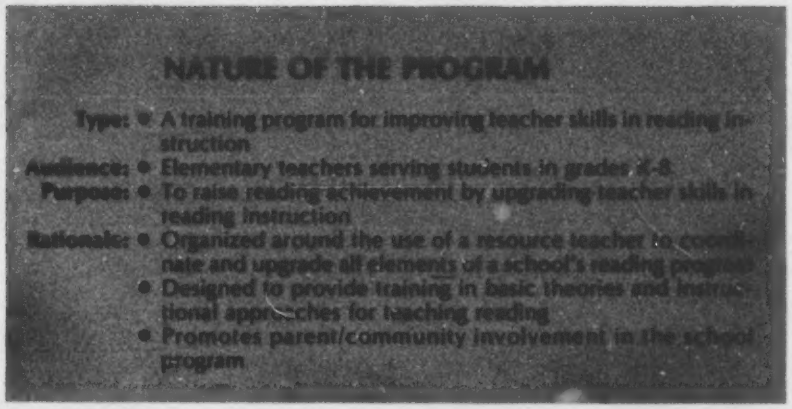
Send for Pamphlet No. **R32.**

Additional information may be obtained from:

Jeanette Alder, Project Director
Principal, Roosevelt School
Louisa Place
Weehawken, New Jersey 07087
(201) 865-2274

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

Chicago, Illinois


NATURE OF THE PROGRAM
Type: • A training program for improving teacher skills in reading instruction
Audience: • Elementary teachers serving students in grades K-8
Purpose: • To raise reading achievement by upgrading teacher skills in reading instruction
Rationale: • Organized around the use of a resource teacher to coordinate and upgrade all elements of a school's reading program
• Designed to provide training in basic theories and instructional approaches for teaching reading
• Promotes parent/community involvement in the school program

WHAT HAS THE PROGRAM ACHIEVED?

The *Artley-Hardin Inventory of Teacher Knowledge of Reading* has been administered to participating teachers as a pre- and posttest to determine program impact on teacher skills. Results from the 1971-72 administrations show that reading resource teachers in the Chicago Public Schools who were trained by central and area office staff demonstrated an overall mean gain of approximately 10 points. Classroom teachers trained by the school's reading resource teacher demonstrated an overall mean gain of approximately 5 points. These gains reflected the teachers' increased knowledge of the key theories and methods necessary to teach reading.

Student achievement in schools where staff have been trained through IRIP has also been measured. In 1972, student performance on pre- and posttest administrations of the *Stanford Early School Achievement Test*, the *Metropolitan Readiness Test*, and the *Metropolitan Achievement Test* showed a mean reading achievement growth of 9.65 months during the 7-month measurement period. The 54 participating schools (serving 1,890 teachers and 66,150 students) not only maintained a month-for-month reading achievement growth, but exceeded expectancy by demonstrating a 2.65 gain beyond the anticipated 7 month gain.

HOW DOES THE PROGRAM WORK?

Organization: Chicago's Intensive Reading Improvement Program (IRIP) aims to raise reading achievement by upgrading teacher skills in reading instruction for the first nine years of school (K-8). IRIP trains one teacher from each participating school to serve as a reading resource teacher by releasing that person from regular classroom duties and providing 60 hours of training in essential theories and methods of teaching reading. The reading resource teacher returns to her school to conduct 30 hours of inservice training sessions for the school's classroom teachers. By increasing teacher competence in this way, IRIP improves the quality of reading instruction students receive.

Materials and activities: To help reading resource teachers function effectively, IRIP provides written guidelines which delineate five areas of responsibility. These relate to (1) providing inservice training for teachers; (2) giving classroom demonstration; (3) servicing learners with special needs; (4) providing comprehensive services to staff; and (5) encouraging involvement with the community. Currently, 21 teacher training units are available for the initial 60 hours of training for the resource teachers and the 30 hours of training for the classroom teachers. Each unit presents appropriate teaching methods for a different aspect of reading instruction.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: In their first year of program participation, new reading resource teachers receive 60 hours of preservice training based on 21 units of instruction in the teaching of reading. In turn, the reading resource teachers provide 30 hours of inservice training for the classroom teachers in their schools. Following these basic courses, both reading resource teachers and classroom teachers continue to receive inservice training on a regular basis. They review what they have learned, acquire new material, and study in depth those strategies of reading instruction that may be particularly appropriate to the specific needs of each IRIP school.

Cost: User schools are given permission to reproduce the copyrighted training materials. The costs for adopting districts will vary in terms of the number of reading resource teachers used, the number of classroom teachers who are trained, and the extent of material reproduction and distribution.

CURRENT STATUS AND CONTACTS

IRIP began in September 1970 with 27 schools, one from each district in the Chicago Public Schools. The schools were selected by administrators on the basis of need; some determining criteria included reading scores below the national median or increased enrollment of non-English-speaking students. Each year new schools were added to the program. By the spring of 1974 there were reading resource teachers in 207 schools, thereby serving approximately 7,000 classroom teachers and over 200,000 students. The participating schools represent a cross-section of those in the Chicago Public Schools, many with large numbers of black, Mexican-American, and Puerto Rican students.

This program has been cited by the National Right to Read Effort as one of twelve exemplary reading programs. It has been nationally validated and approved by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R33.**

Additional information may be obtained from:

Dr. Lorraine M. Sullivan
Assistant Superintendent
Department of Curriculum—Room 822
Board of Education—City of Chicago
228 North LaSalle Street
Chicago, Illinois 60601

INTENSIVE READING INSTRUCTIONAL TEAMS (IRIT)

Hartford, Connecticut

NATURE OF THE PROGRAM

Type:
- A supplementary reading project based upon an eclectic, individualized approach in a laboratory setting
- Involves areas related to decoding, vocabulary/comprehension, and individualized reading

Audience:
- Third and fourth grade students who are deficient in reading skills

Purpose:
- To address individual students' needs through a variety of learning methods and materials

Rationale:
- Emphasizes intensive learning experiences provided through a team approach to instruction
- Features low student-teacher ratios and a wide variety of materials and equipment

WHAT HAS THE PROGRAM ACHIEVED?

During 1974-75, the IRIT program was one of six accepted by the United States Office of Education for national dissemination via a Project Information Package (PIP). Effectiveness was the primary USOE selection criterion for PIP packaging. Hundreds of exemplary projects were screened to find those that a) served the target population, b) were suitable for dissemination, and c) had technically sound evaluations of student achievement gains. Of those which passed the screening, IRIT was one of the six most effective projects in the nation.

Assessment of the effectiveness of Hartford's 1974-75 program followed a pattern which had been established over the ten years during which IRIT had been in operation. Students were pretested with the reading subtests of the *California Achievement Test (CAT)* at their entrance into the 10 week instructional cycle, and were posttested at its conclusion. Results for 524 students indicate that the mean grade equivalent gain on the *CAT* was 1.0, or an entire grade level, significant at the .01 level. Since the program cross-grouped grades for instructional purposes, a differential examination of the data by grade was not reported. The *Botel Word Recognition Test* was also given on a pre-to-post basis to determine

change in reading levels. Mean gains on this instrument ranged from 1.0 to 2.2. These gains were statistically significant at the .01 level.

HOW DOES THE PROGRAM WORK?

Organization: IRIT is a laboratory project which uses an eclectic, individualized approach emphasizing careful diagnosis, personal attention, and a variety of learning methods and materials. The IRIT teacher team consists of three skilled reading teachers who specialize in specified reading areas which include decoding, vocabulary/comprehension, and individualized reading.

Student selection is based on test scores and teacher and principal recommendations. The team provides instruction to 45 students in 10 week cycles. The 45 students are evenly divided into three heterogeneous groups which spend one hour daily in each of the three IRIT classrooms. Instruction is individualized and closely coordinated so that student learning in the three reading areas is reinforced.

Materials and activities: Each IRIT classroom is provided with a variety of highly motivational material and equipment. These include commercial materials, games, teacher-made materials, and audio-visual equipment. The use of the materials is tailored to the needs of individual students, and varies for the three reading areas.

Decoding concentrates on basic phonics skills which are lacking in nearly all IRIT students. Much of the decoding instruction is drill, but games, learning machines, and interesting materials make it attractive to the students.

The vocabulary and comprehension room focuses on integrating the decoding skills into practical reading skills. Students use equipment, programmed materials, and learning games to expand their vocabulary and improve their ability to get the meaning out of complete sentences and paragraphs.

Freed from the need for skill-building drills, the individualized-reading teacher focuses on building a desire to read. The room is filled with books and materials which are relevant and appealing to the students. Students select and read books that they like and discuss them with the teacher. They also take part in activities and games aimed at general language development.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Team members should receive two weeks of training prior to starting the program, and semi-monthly inservice once the project is in operation. Adopter districts may obtain a Project Information Package (PIP) which provides comprehensive and step by step information related to installing and operating the program. Specific training materials include a filmstrip and Training Manual. The Training Manual provides a complete listing of training requirements, when they should be achieved, and a suggested agenda for training sessions.

Awareness materials are also available from the project and visitors are welcome at the project site by appointment. Training sessions can be arranged for adopter districts at the project site or at the adopter site. The adopter districts must cover trainer costs and travel expenses.

Cost: Depending upon the range of equipment and materials needed in a district, start-up costs will range from $25 to $50 per student. About $7,500 provides the necessary core equipment and materials for one team. The total estimated cost after start-up and including teacher salaries is $400 per student.

CURRENT STATUS AND CONTACTS

In addition to national validation by the Joint Dissemination Review Panel of the U.S. Office of Education, IRIT was one of six exemplary projects selected for wide-scale dissemination via Project Information Packages. Since the development of the package, IRIT has been adapted in Bloomington, Indiana; Oklahoma City, Oklahoma, and Schenectady, New York, and has met with both enthusiasm and success in these sites.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R34.**

Additional information may be obtained from:

M. Beatrice Wood
Coordinator of Reading/Communication Arts
Administrative Offices
249 High Street
Hartford, Connecticut 06103

For information about obtaining a PIP for the IRIT project, New Jersey districts should contact:

Dr. Francis Thompson
ECOS Training Institute
833 Foxmeadow Road
Yorktown Heights, New York 10598
(914) 245-4009

LEARNING TO READ BY READING

Jamestown, California

NATURE OF THE PROGRAM

Type: • A remedial reading program that utilizes a multimedia system

Audience: • Students in grades 4-12
• System is applicable to adults and to all students below expected grade level, including nonreaders

Purpose: • To increase reading levels
• To motivate students to learn and to improve their self-image

Rationale: • Designed to captivate the interest of students lacking self-motivation by providing them with early and continuing successful reading experiences

WHAT HAS THE PROGRAM ACHIEVED?

Pre- and posttesting utilizing the *Gates-MacGinitie Reading Survey* indicated that target students had gained an average of 2.2 years of reading growth over an eight to twelve week instructional period.

HOW DOES THE PROGRAM WORK?

Organization: The program is divided into six blocks of training. The total time for any single block is seven weeks, comprised of a three hour per day, five day per week schedule.

The number of teachers required to pilot the project is contingent upon the number of reading programs in a school and the extent of reading upgrading that is needed. While not essential, it is advantageous to have teacher aides to help monitor student oral reading.

Materials and Activities: Materials provided by the program include, but are not limited to: reading-with-symbols books, read-along books, radio plays, symbols training booklets, student training filmstrips, etc. Students are normally started on the reading-with-symbols books and, upon completion of a portion of the material, are simultaneously introduced to the read-along materials. The classrooms are divided into learning stations, with students most in need of remediation sitting closest to the teacher. Learning carrels within the stations provide each student with quiet isolation for individual learning activities.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: Training through a prearranged workshop is required to properly introduce the material. Various brochures, in-depth descriptive reports, and portfolios of specimen materials are provided to the potential adopters during training.

Costs: The average cost per student is $21. Items supplied consist largely of nonconsumable materials. The total materials cost for a class of 30 is $630.

CURRENT STATUS AND CONTACTS

The project was originally funded in 1970 as an academic and vocational program for illiterate inmates in a penal setting. However, after several years of operation, the methods and materials were adopted for use with school children in a developmental as well as remedial setting. In 1974, the project was selected by the Right To Read Office as one of twelve exemplary programs demonstrating effectiveness in reading improvement. It was also funded for national dissemination in 1975 by the United States Office of Education ESEA Title III, Section 306.

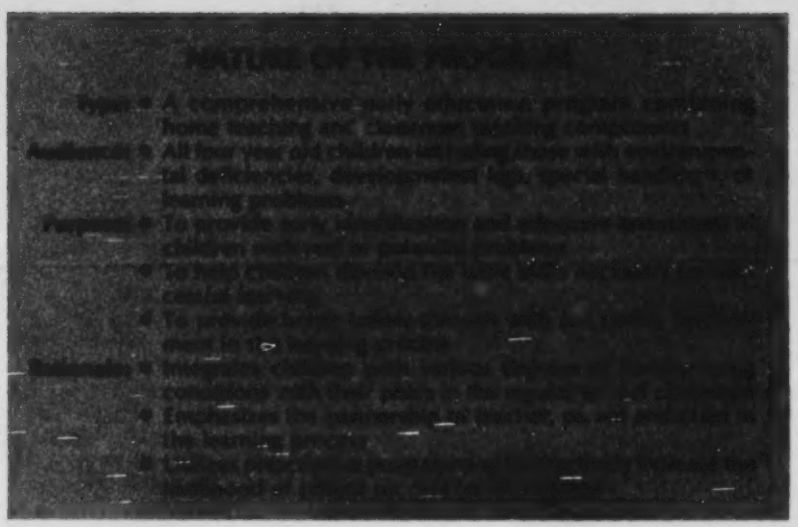
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R36.**

Additional information may be obtained from:
Philip K. Glossa, Project Director
P.O. Box 497
Jamestown, California 95327
(209) 984-5291

PARENT-CHILD EARLY EDUCATION PROJECT (PCEE)

Ferguson-Florissant School District
St. Louis, Missouri



WHAT HAS THE PROGRAM ACHIEVED?

The PCEE program evaluation employed a variety of standardized tests and project-designed criterion measures. Analyses of pretest/posttest scores of children who participated during the three-year project period demonstrated that the vast majority of Saturday School students met or exceeded the criterion of an eight months' gain in language, mental, and perceptual age during a seven month period. Further, those children who were termed "educationally disadvantaged" on the basis of having scored in the lower third on pretests, consistently showed the greatest pretest/posttest gains of all the participants.

In addition to assessing short-term impact, the evaluation was designed to measure the program's long-term effects. One longitudinal study used four comparison groups with different or no preschool experience. Analyses of mean scores on standardized tests, the *Screening Test of Academic Readiness (STAR)* administered at the start of kindergarten, and the *Stanford Early School Achievement Test (SESAT)* administered at the beginning of first grade, indicated that students with preschool experiences generally scored significantly higher than those students without such experiences, regardless of the nature of the preschool program. Although on the *SESAT* there were no significant differences on the subtests or total score between the PCEE preschool group and the group which had attended other preschool programs, *STAR* results for half of the subtests did show significantly higher scores for the Saturday School children. A second longitudinal evaluation analyzed the effects of the PCEE program on students identified as handicapped. Upon entry into kindergarten, the handicapped PCEE students exceeded a control group of non-handicapped pupils without preschool experience on most *STAR* subtests and on the total score. On the *SESAT* the PCEE handicapped students scored significantly higher than the control group on half of the subtests, as well as on the total score. In no instance did the control group exceed the PCEE handicapped group. Parent and teacher ratings of the Saturday School program's effects provide an additional source of support for the highly positive impact of the program on PCEE students as evidenced by the program evaluation results.

HOW DOES THE PROGRAM WORK?

Organization: The PCEE Saturday School program utilizes a four part approach to early education:

(1) Diagnosis—An initial evaluation of the needs and abilities of every child is made at the beginning of the school year. Referrals for in-depth diagnostic testing may be required for some students. Prescriptive programming is based on the areas of strength and weakness revealed in each child's assessment.

(2) School on Saturdays—In half-day sessions held in a neighborhood school on Saturdays, all children, including those with special problems, participate in classroom activities. Learning Centers are organized in four skills areas: mathematics; fine motor skills; gross motor skills; and language skills. Teachers are assisted by parents in the operation of the Saturday sessions.

(3) Home Teaching—Weekly home visits usually lasting 30 to 45 minutes are made by the instructional staff to all program children. Both parents and children are involved in the learning activities in the home setting. Frequency of home teaching visits is determined by the individual child's needs.

(4) Parent Involvement—During the week, parents continue the learning experience through the informal use of concept and skill development activities with their child. In addition, parents participate in the diagnostic and classroom teaching components of the PCEE program.

Materials and activities: An extensive array of PCEE project materials are utilized in the program including curriculum materials, Program Planning, Process, and Description booklets, and teacher and parent materials. All PCEE materials can be purchased from the project staff. In addition, it may be necessary to purchase other materials, such as evaluation instruments or classroom materials, if they are not already available in the adopter/adapter school district. Learning materials for both home and school settings emphasize the development of skills which will facilitate later school learning.

The activities of each of the four PCEE learning components are closely related and interdependent. Both the Home Teaching and the School on Saturdays components use individualized and small group instruction strategies with the PCEE learning materials and activities. A typical Saturday session includes opening activities for the entire group, small group instruction in the Learning Centers, creative play, and closing activities for the reassembled large group. The mode of instruction used during the Home Teaching visit is determined by student need. Children with minor problems or those who can benefit from structured peer interaction are seen in small groups, while children with special problems are generally seen individually. Parents attend the home visit session with their children.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The PCEE program stresses the importance of preservice and inservice staff training. Three forms of staff training are offered by the PCEE project:

(1) Mini-Institutes provide participants with comprehensive information about the PCEE program and an opportunity to view the program in action at the demonstrator site. Each participant also receives a complete set of PCEE instructional materials.
(2) Follow-up Workshops present in-depth information and training for those persons from potential adopter/adapter sites who have already attended the Mini-Institutes.
(3) A Training Program for Teachers has been designed by the PCEE staff and is outlined in "Putting Together a Staff Development Program for Preschool Teachers," a guide booklet for districts wishing to implement the PCEE inservice training program.

Cost: Installation costs for the PCEE Saturday School program are estimated to be $32 per child. Educational materials are reusable so annual replacement costs are minimal.

CURRENT STATUS AND CONTACTS

The Parent-Child Early Education Program, recipient of the Education Pacesetter Award, is currently funded by Title III, ESEA, as a Developer/Demonstrator Project.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

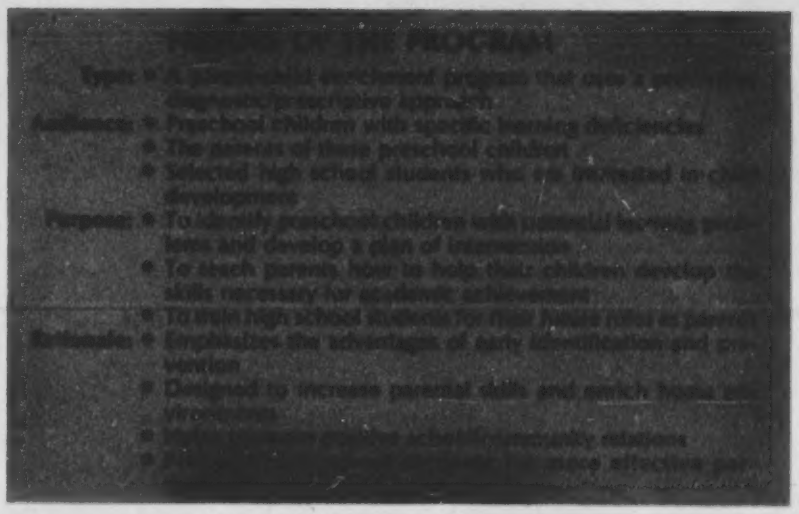
Send for Pamphlet No. **R61.**

Additional information may be obtained from:

Marion Wilson
Project Director
Parent-Child Early Education Project
Ferguson-Florissant School District
655 January Avenue
Ferguson, Missouri 63135
(304) 521-2000

PARENT READINESS EDUCATION PROJECT (PREP)

Redford Union Schools
Detroit, Michigan



WHAT HAS THE PROGRAM ACHIEVED?

Evaluative data has provided evidence of the effectiveness of the PREP program in producing positive change in identified "high risk" preschool children, their parents, and high school students participating as intervention strategists. The Caldwell *Cooperative Preschool Inventory* was administered on a pre- and posttest basis to matched samples of PREP and non-program control students over a period of several project years. The data from the initial PREP project year were representative of the results obtained by PREP students during all project years. PREP students made significant gains ($p<.01$) in test scores while control students made only non-significant gains. The readiness skills of PREP children, as they were evaluated by criterion-referenced tests, also showed significant gains in all skills areas. Follow-up data collected on PREP students when they were in the first and second grades suggested that PREP had a lasting positive effect on students who participated in the program.

HOW DOES THE PROGRAM WORK?

Organization: Diagnostic tests administered prior to kindergarten are used to identify children with learning deficiencies. Forty-eight children are selected and

divided into groups of twelve; each child attends class with his parent one morning a week for two hours. The parents and children are involved in separate programs, each with a PREP teacher. The children are provided with extensive auditory, visual, language and coordination exercises while the parents watch the teaching, secluded in an observation room. Later, the parents discuss child development and management techniques with the PREP teachers. They also receive guidance in implementing home enrichment activities for their children. For the second half of the year-long course, high school students enrolled in a child development course, work individually with the preschoolers, monitoring each child's needs and progress.

Materials and Activities: Home activities are limited to ten minutes a day; materials used include available household items and games devised by the parents. PREP does offer project-developed materials that include: a teacher and administrator's guide; curricula for the preschoolers, parents, and high school students; evaluation findings; and lists and descriptions of creative activities and games.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: Orientation workshops are provided on site by the PREP consultants. PREP staff members offer inservice training on the initial implementation of the PREP program, as well as continuing technical assistance once adoption has been made.

Cost: The per student cost of implementing the PREP program is approximately $395. The following are projected implementation costs: equipping a classroom—under $2000; installing an observation room—approximately $1500; materials and supplies—$2000; and salaries for two part-time teachers, secretarial assistance, and a part-time teacher aide.

CURRENT STATUS AND CONTACTS

The Parent Readiness Education Project is currently in its fourth year of operation. It has been nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education. Consultant services for those considering implementation of the PREP program are available on request. Interested schools may arrange to visit the model site.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R40.**

Additional information may be obtained from:

Dr. Diane K. Bert, Project Director
Parent Readiness Education Project
Redford Union School District
18499 Beech Daly Rd.
Detroit, Michigan 48240
(313) 535-2000 Ext. 201

PERCEPTUAL SKILLS CURRICULUM

Walker Educational Book Corporation
New York, New York

WHAT HAS THE PROGRAM ACHIEVED?

Evaluation over a five-year period substantiates the positive impact of the Perceptual Skills Curriculum (PSC) upon children's visual and auditory perception. In addition, significant correlations were found between attainment on standardized achievement tests, and scores on project-designed perceptual skills tests.

HOW DOES THE PROGRAM WORK?

Organization: The PSC contains specific objectives for perceptual training. The area of visual-motor skills emphasizes development of the basic abilities needed for analysis and organization of graphic and other spatial patterns. For auditory-motor skills, the child's basic ability to analyze and organize accoustical patterns is developed. Gross- and fine-motor activities are provided to improve the way in which the child interacts with the physical environment. Training is

also provided in letter and numeral recognition, naming, and printing.

The PSC is designed for the self-contained classroom, as a core curriculum in the preschool and kindergarten, and as a support to basal reading and arithmetic programs in grades one and two. It is suggested that 75 minutes per day be devoted to the PSC in the preschool and kindergarten, and 45-60 minutes in grades one and two. The children work individually in some perceptual areas, and in groups in others. The use of a teacher's aide is suggested.

Materials and activities: The materials consist of the Introductory Guide; four programs: Visual-Motor Skills, Auditory-Motor Skills, General-Motor Skills, and Introducing Letters and Numerals (in two volumes); a set of geoboards; a box of 180 pattern cards for the geoboards; and a set of 420 duplicator masters for the Letters and Numerals program. A cassette workshop, for use in program orientation for staff, is also available at additional cost.

Each program includes tests, objectives, and suggested activities keyed to the objectives. The level at which a child begins use of the materials depends on his performance on the criterion-referenced tests, and not on age or grade level. Children proceed through the four programs simultaneously, working at their own pace.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: No special training is necessary. Materials include explanations and suggestions for use. The optional cassette workshop describes the program and explains the various ways the curriculum can be used in the classroom.

Costs: The approximate total cost for a class of 30 students is $270.75, and consists of the following:

Introductory guide and four program guides	$75.00
20 assorted geoboards	59.00
One box of pattern cards for geoboards	38.75
Letter and numeral duplicator masters	98.50

The Rosner Cassette Workshop is available for $79.75.
Annual maintenance costs are minimal.

CURRENT STATUS AND CONTACTS

The Perceptual Skills Curriculum was field-tested prior to publication with more than 4000 children in 12 school systems encompassing a range of socio-economic levels and geographic areas and is now in use as a regular component in over 900 school districts across the country.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R41.**

Additional information may be obtained from:

Walker Educational Book Corporation
720 Fifth Avenue
New York, New York 10019

POSITIVE ATTITUDE TOWARD LEARNING

Bethalto, Illinois

WHAT HAS THE PROGRAM ACHIEVED?

Target group students exposed to the PATL program made statistically significant gains in self-concept from pre- to posttest. In addition, these students' mean growth rate in reading comprehension significantly increased after program par-

ticipation. A similar group of students who were not exposed to the program showed no significant increase in reading. These evaluation results have been maintained for a two year period.

HOW DOES THE PROGRAM WORK?

Organization: The program consists of four performance-based kits which can be applied to all disciplines and all levels of instruction. Kit titles are: Individualized Instruction, Active Involvement, Improved Self Concept, and Processes of Learning. The kits, which can be implemented in any order, follow the same format. Teachers are presented with a list of performance-based objectives and a number of multi-media learning activities for each objective.

Materials and activities: Both materials and activities are multi-media in nature. Learning activities are followed by assessment in the form of a paper/pencil task or via classroom observation by a member of the PATL staff. The actual curriculum is affected by the particular kit being utilized by the teacher.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: PATL staff provide inservice training related to kit implementation for teachers and non-classroom personnel at any time throughout the school year. In addition, evaluation of teacher performance is conducted via video tapes or classroom visits at the teacher's convenience.

Costs: A district with 100 teachers would expend approximately $1,500.00 for materials, all of which are non-consumable. To estimate the expenditure for your district use this formula:

Films plus number of teachers to be trained
times cost of various books = Estimated Cost.

For smaller districts with limited budgets, there is an alternative plan of learning activities which would allow a district of 10-30 teachers to purchase necessary equipment for implementation for approximately $540.00.

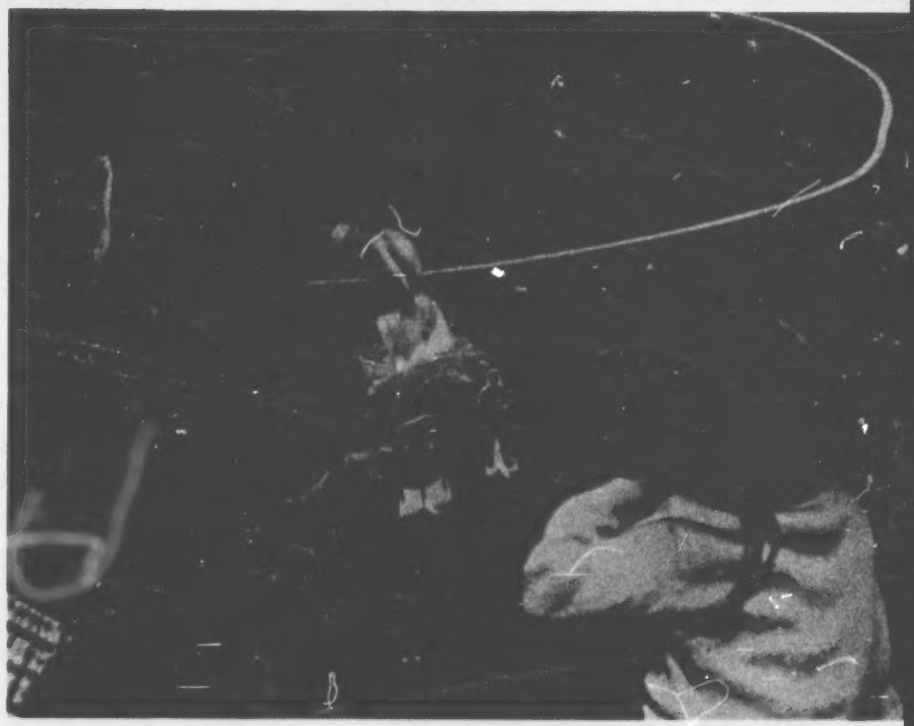
Since the materials are non-consumable, the major maintenance cost will be for the salaries of Inservice Specialists.

CURRENT STATUS AND CONTACTS

Where can the program be obtained? For information or arrangements to visit the project site:

Charles Pelan, Director
Positive Attitude Toward Learning
Bethalto Community Unit #8
322 East Central
Bethalto, Illinois 62010
A.C. 618-377-5211, Ext. 79

(Visits to the project site may be made during the *second* week of each month, September through May.)



In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R43.**

Additional information may be obtained from:
Shirley Menendez, ESEA Title III Coordinator
Project M.E.D.I.A.
415 North Blanche
Mounds, Illinois 62964
Call Toll Free: 1-800-642-3992

REFERENCES

Positive Attitude Toward Learning. "Brief Description of Positive Attitude Toward Learning." ND.

Positive Attitude Toward Learning. "Brochure." Prepared under a grant from E.S.E.A. Title III, Section 306. ND.

Positive Attitude Toward Learning. "Costs for Districts Adopting Project Positive Attitude Toward Learning." ND.

Positive Attitude Toward Learning. "Implementation Cost by Kit Area." ND.

PRE-READING SKILLS PROGRAM (PRS)

Wisconsin Research and Development Center for Cognitive Learning
University of Wisconsin
Madison, Wisconsin

NATURE OF THE PROGRAM

Type:
- A kindergarten level instructional program designed to prepare children for beginning reading instruction

Audience:
- Kindergarten level children
- Can be used with younger and older children who need instruction in pre-reading skills
- Adaptable for non-English speaking children

Purpose:
- To teach children five specific pre-reading skills and prevent reading failure by identifying and overcoming deficits at this level
- To accustom children to a reading environment
- To ensure that children acquire a positive attitude toward reading

Rationale:
- Based on the rationale that reading is a composite of five separable skills
- Based on the conviction that with proper instruction prior to formal reading, a significant number of reading failures can be avoided

WHAT HAS THE PROGRAM ACHIEVED?

PRS has a substantial positive effect on children's achievement on pre-reading skills. In an evaluation study of over 170 children sampled from 43 classes, children who used PRS scored significantly higher than non-users on two types of measures, one based on the program tests and another based on a standardized reading readiness test. That study also showed that children retain the skills taught in PRS between kindergarten and first grade. In addition, PRS was found to be especially effective for children who would not otherwise develop the pre-reading skills and would therefore have difficulty in learning to read.

HOW DOES THE PROGRAM WORK?

Organization: Instructional activities to teach five pre-reading skills are organized into a Visual Schedule of activities and an Auditory Schedule of activities. For each skill, there is an independent unit or sequence of activities. There are many ways to schedule PRS into the daily kindergarten curriculum. It is highly individualized and is designed to give children the time they require for skill mastery. Large group activities are scheduled primarily to introduce new concepts or materials; small group activities are designed to reinforce the concepts that have been introduced; and individual activities require direct involvement with a skill.

Materials and activities: The PRS kit provides a completely self-contained program which includes teacher guides, a schedule book, a resource file, assessment and management materials, and multiples of classroom games and manipulatives. Formal skill assessment is accomplished through criterion-referenced Skills Tests. Children are assigned to individual and small group activities on the basis of their skill needs.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The PRS system includes teacher guides, as well as a management system. Field test data has documented that information in the teacher materials is sufficient to enable a teacher to implement the program effectively.

Cost: One PRS kit containing enough materials for one teacher and 60 children can be purchased for $445.00. The continuation costs of yearly consumables (Record Cards, Sound Picture Cards and Letter Sound Cards) is $55.00 for 64 children. The continuation cost of ditto masters which are consumable every two years is $20.95.

CURRENT STATUS AND CONTACTS

PRS was copyrighted in 1974 by the Board of Regents of the University of Wisconsin System and is currently available from the publisher, Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Department 10A, Chicago, Illinois 60611. The program is currently being used in approximately 2000 elementary schools located in 44 states. An adaptation of specific PRS materials for Spanish-speaking children is now available.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R44.**

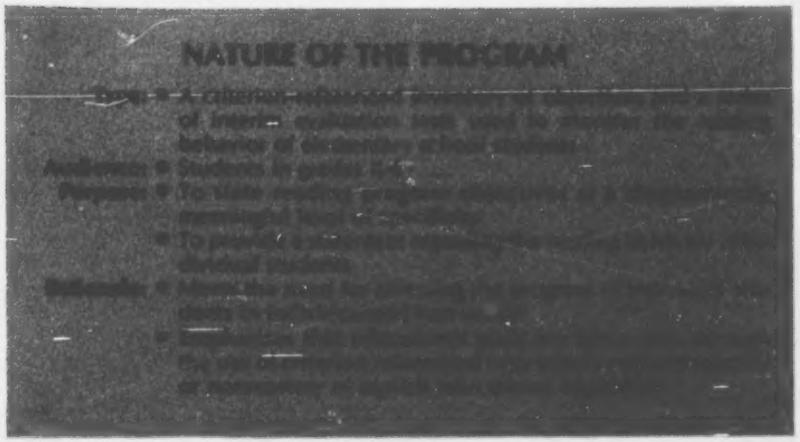
Additional information may be obtained from:

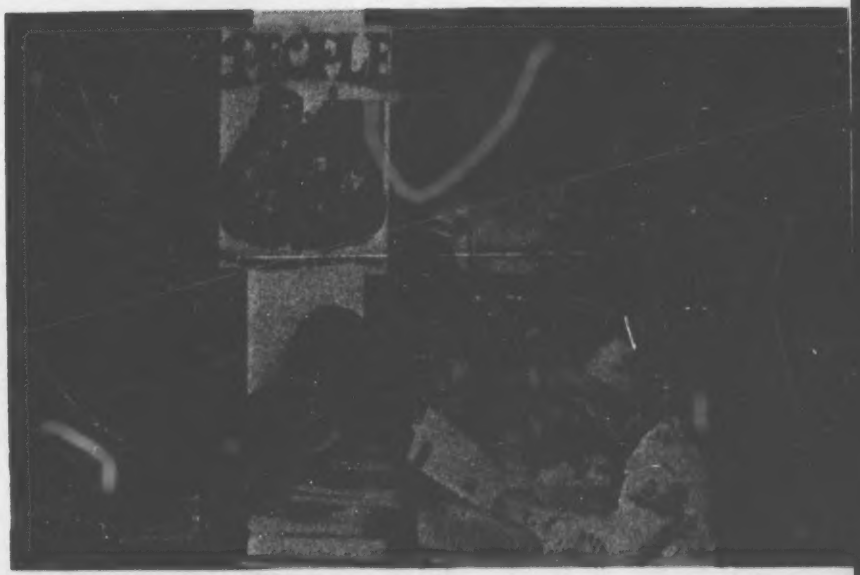
Mr. Merwin Hoffman
Regional Manager
Encyclopaedia Britannica Educational Corporation
180 East Post Road
White Plains, New York 10601

Mr. Warren Burns
Vice President, Special Products
Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

PRESCRIPTIVE READING INVENTORY (PRI)

CTB/McGraw-Hill
Monterey, California





WHAT HAS THE PROGRAM ACHIEVED?

All levels of the PRI have demonstrated high reliability, content validity, and sensitivity to instruction. Results of separate studies comparing the PRI with the *California Achievement Tests: Reading Battery* and the *Iowa Tests of Basic Skills* indicate a high correlation between the tests in the area of focus. Other research has demonstrated the positive significant impact of the PRI criterion-referenced approach upon skills development and reading comprehension.

HOW DOES THE PROGRAM WORK?

Organization: The Prescriptive Reading Inventory cross-references tested skills to appropriate teaching materials. Six tests span the grade levels from K through 6.

The Inventory is administered at the beginning of the school year, and answer sheets are submitted to CTB/McGraw-Hill for computer analysis. Classroom data, indicating mastery and nonmastery by each student on 110 objectives, are organized into a variety of informational printouts. Interim Tests for each objective are provided for the purpose of ongoing assessment. The program is organized to provide information on mastery of specific skills in seven categories: recognition of sound and symbol; phonic analysis; structural analysis; translation; literal comprehension; interpretive comprehension; and critical comprehension. For those skill areas in which nonmastery has been indicated, the computer feedback system provides a cross-referenced guide to exercises in over 45 commercial programs.

Testing time varies for the different levels of the Inventory; in addition, the Interim Tests take from 5 to 20 minutes to complete. The publisher does not give suggested time allotments for individual and group skill development activities.

Materials and activities: Teachers' materials include an Interpretative Handbook explaining the program, an Examiner's Manual, Program Reference Guide to skill activities, basic reading tests, an Interim Test Examiner's Manual, an Interim Test Class Summary Sheet for keeping track of class progress, and Teacher Resource Files which include file folders and Parent Involvement Activities sheets supporting instruction of each of the PRI objectives. On the basis of the diagnostic and mastery information, the teacher determines the appropriate types of grouping and activities for the class.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is required to implement the program. The diagnostic/prescriptive aspects of the program can be conveyed by a program leader, who receives about six hours of special training from the publisher's representative. Some additional training is necessary to institute the instructional management materials which include Interim Evaluation Tests, Teacher Resource Files, and Parent Involvement Activities. Under special arrangements, direct teacher inservice may be conducted. There is no charge for training the program leader.

Cost: Per student costs include three components: (1) appropriate tests, practice tests, Examiner's Manual, Interpretative Handbook, Program Reference Guide, basic scoring service which includes the Objective Mastery Report, and such optional services as the Individual Diagnostic Map, Individual Study Guide, and School Diagnostic Map; (2) the Interim Evaluation Tests (IET) and class summary materials in a classroom kit; and, (3) the Teacher Resource Files (TRF) which include the Parent Involvement Activities and Progress Monitoring Log in a classroom kit.

Levels	Grade	Component	Per Student Costs for 25 Students
I & II	K.0-1.5	Testing	$2.09
		IET	2.70
		TRF	2.24
A, B, & C machine-scorable	1.5-3.9	Testing	$2.09
		IET	2.70
		TRF	2.24
C with answer sheet	4.0-4.5	Testing	$1.57
		IET	3.00
		TRF	2.24
D with answer sheet	4.0-6.5	Testing	$1.63
		IET	2.40
		TRF	2.24

CURRENT STATUS AND CONTACTS

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R45.**

Additional information may be obtained from:

CTB/McGraw-Hill Regional Office
McGraw-Hill Building, 28th Floor
1221 Avenue of the Americas
New York, New York 10020

PROGRAMMED TUTORIAL READING PROJECT

Indianapolis Public Schools
Indianapolis, Indiana

WHAT HAS THE PROGRAM ACHIEVED?

Program evaluation indicated that children in the program performed significantly better than control groups who had no tutoring, or who were exposed to less systematic tutoring experiences. The greatest overall gains were achieved by students who received two tutoring sessions a day. Instruments employed in the evaluation were the Ginn Tests, the Alphabet test, and the Stanford Reading Test.

HOW DOES THE PROGRAM WORK?

Organization: Students receive supplemental tutorial instruction in one or two fifteen-minute sessions daily. The tutors are paraprofessionals who are trained in a tutoring procedure which is highly prescribed but flexible in its response to the needs of the individual child. Operational programs specify in detail how tutoring is to be done, and content programs specify what is to be taught as well as the sequence of presentation. Tutoring is done outside of the classroom.

Materials and activities: Sight reading material for students is taken from basal reader series such as the Ginn and Macmillan series. Programmed items and a programmed lesson plan indicate to the tutor how to use the sight reading, comprehension, and word attack materials. Comprehension and word analysis are tutored from special books included in a tutorial package. A Tutor's Guide contains detailed procedural instructions, and a master list presents the sequence of lessons. A pupil's record sheet and alphabetical word lists are included in the tutor's materials.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Tutors receive 18 hours of group instruction as well as on-the-job supervision. Preservice training involves 12 hours of group instruction and 12 hours of related study at home. The other six hours of training occur during the first two months of tutoring. Detailed suggestions for tutor training are included in the supervisor's manual component of the project's tutorial package.

Cost: This program does not require any special equipment or facilities. Personnel costs account for 98% of the total budget, and, depending upon rates of pay for tutors and supervisors, require an annual per pupil budget ranging from $150 to $250. The materials for each tutor cost $20 per set and last from three to five years.

CURRENT STATUS AND CONTACTS

The program was chosen as a model elementary compensatory education program by the U.S. Office of Education for its 1969 *It Works* series and was selected for dissemination as a model program in reading by the National Center for Educational Communication. Funds were provided for the packaging of materials for dissemination and for the maintenance of a Visitation/Technical Assistance Center to aid districts interested in replicating and adopting the program.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R46.**

Additional information may be obtained from:

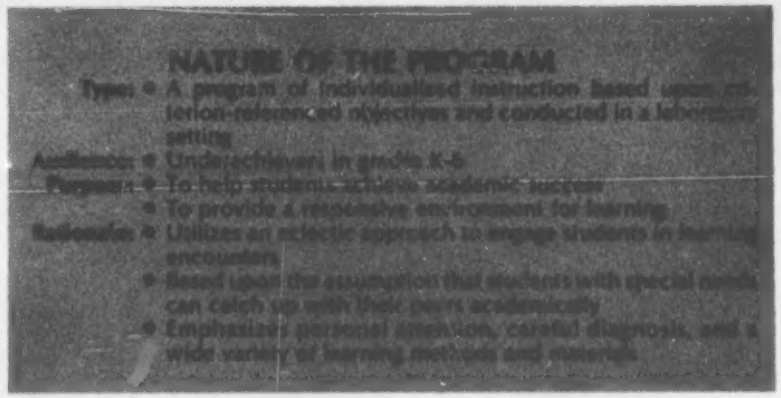
Mrs. May Nelson, Supervisor
Programmed Tutorial Reading Project
Visitor Technical Assistance Center
Indianapolis Public Schools
901 North Carrollton
Indianapolis, Indiana 46218
(317) 637-1437

or

Dr. D.G. Ellson
Department of Psychology
Indiana University
Bloomington, Indiana 47401

PROJECT CATCH-UP

Newport-Mesa Unified School District
Newport Beach, California



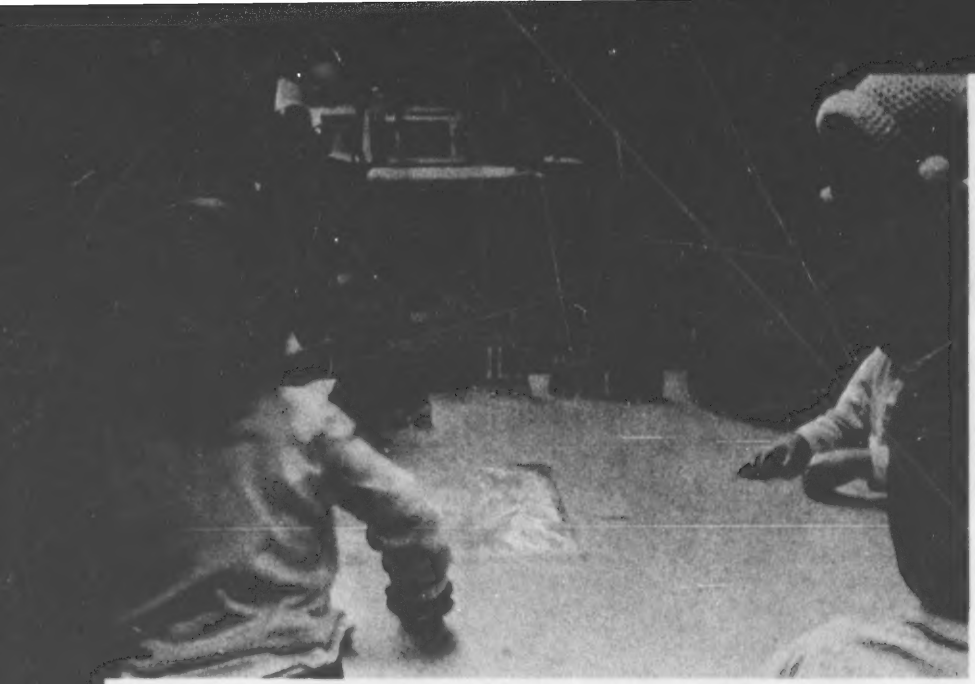
WHAT HAS THE PROGRAM ACHIEVED?

Results of the 1975-76 pre/posttesting using the *California Test of Basic Skills* indicated that students in the program continued to exceed the objective of a 1.5 months' gain in achievement for each month of instruction. Substantial gains in grades 5 and 6 were especially noteworthy, since effective remediation is usually more difficult to achieve in the upper elementary grades.

HOW DOES THE PROGRAM WORK?

Organization: Project Catch-Up is organized around a laboratory environment in which students work alone or in small groups on a variety of tasks which have been matched to clearly defined objectives. Project staff and classroom teachers jointly schedule students' attendance in the lab which may range from 20 to 60 minutes daily. Student progress is measured through pre- and posttesting. Instructional aides are used in the program and parent aides provide additional assistance.

Materials and activities: A wide variety of commercial materials which are related to defined skills, is used in the program. They range from programmed workbooks and criterion-referenced tests to Computor-Tutors and card games. The staff matches materials and activities to the skill needs and interests of the individual student. Skills are taught in a variety of ways to provide for different learning styles.



WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project staff attends a two-week training workshop before the lab opens, as well as monthly inservice training throughout the year. Project Catch-Up has been packaged as a Project Information Package (PIP) for national diffusion, and training materials are included in this package.

Cost: Costs to equip one laboratory with core equipment and materials amount to about $6500. Yearly maintenance costs represent staff salaries and necessary equipment repair or replacement. At the California site, these have averaged $350 per student.

CURRENT STATUS AND CONTACTS

Project Catch-Up has been replicated by districts throughout the United States. Information concerning the program is available in a Project Information Package (PIP).

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM4.**

Additional information may be obtained from:

Dr. Frank Thompson
ECOS Training Institute
833 Foxmeadow Road
Yorktown Heights, New York 10598
(914) 245-4009

PROJECT CONQUEST

East St. Louis, Illinois

NATURE OF THE PROGRAM

Type: • A diagnostic/prescriptive supplemental reading program utilizing a clinical laboratory approach

Audience: • Students repeating grade 1 and students in grades 2-6 who have difficulty in reading

Purpose: • To improve students' reading abilities so they can function successfully in the regular classroom
• To train regular classroom teachers in remedial reading techniques

Rationale: • Features an individualized, eclectic approach with low student/teacher ratios and a wide variety of materials and equipment
• Emphasizes a success orientation designed to improve students' self-concept and academic motivation
• Provides individualized instruction for a large number of students through highly structured, diagnostic/prescriptive procedures

WHAT HAS THE PROGRAM ACHIEVED?

Project Conquest regularly tests children at the beginning and end of the school year using the *Gates-MacGinitie Reading Test* (grades 1-3) or the *California Achievement Test*—Reading (grades 4-6). For a randomly selected sample of students, these test scores serve as pre- and posttest measures which are statistically analyzed to determine program effectiveness.

Project Conquest's evaluation findings show consistently significant gains between pre- and posttesting for project children. Specifically, students in Conquest average gains greater than those expected for average children during a comparable time period. These findings have been replicated over several years. Analyses of variance on gains made in the various reading rooms and clinics showed no consistent differences between program components.

HOW DOES THE PROGRAM WORK?

Organization: Individualized and eclectic in approach, the Conquest program emphasizes personal attention, careful and consistent diagnosis of student

needs, and a wide variety of learning methods and materials. Students are nominated for the program by their regular classroom teachers. Students spend 45 minutes daily in Conquest reading rooms/clinics for one year. They progress through individually prescribed activities independently; their progress is charted and supervised by the reading room teacher. One teacher and one aide work with groups of six children.

Materials and activities: The use of individual study carrels and a programmed reading series are important features of the Conquest program. In addition, teachers use a wide variety of books, games, filmstrips and teaching machines to teach the prescribed skills. A carefully sequenced diagnostic process determines the activities which are prescribed.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Systematic inservice training of regular district teachers is an integral part of the Conquest program. Classroom teachers are relieved of their regular classroom duties for one year and are assigned duty at the Conquest reading rooms and clinics. Throughout the year, they are taught the diagnostic prescriptive approach and individualized reading techniques employed by Conquest. The program has been packaged by the U.S. Office of Education for diffusion in a Project Information Package (PIP) format. Training materials are included in the package.

Cost: The program requires the purchase of the variety of materials used for intensive diagnosis and prescription. The extent of purchase required in an adopting district is dependent upon the resources already available. The initial cost for setting up a reading room/clinic for the program is estimated at $5000. Total annual maintenance costs are estimated at $400 per student.

CURRENT STATUS AND CONTACTS

Project Conquest has been successfully implemented at sites in Ohio, Michigan, and New York. It has been named an exemplary program and has been approved for national dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

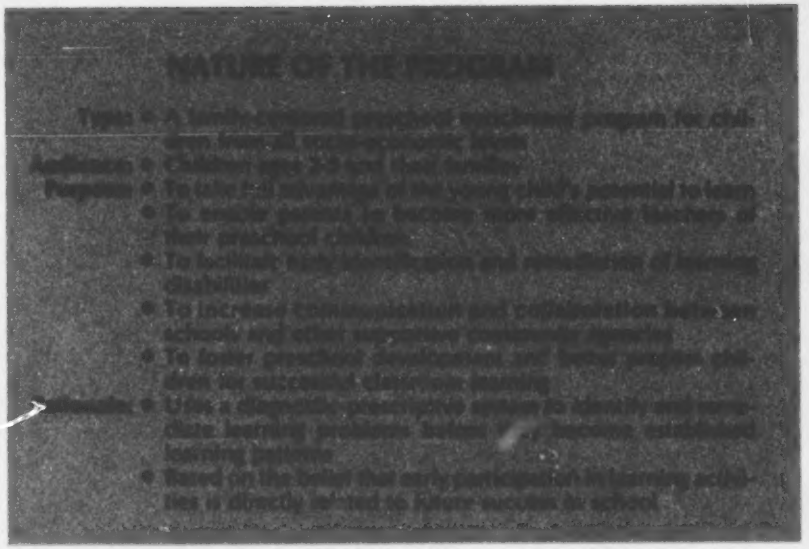
Send for Pamphlet No. **R47.**

Project Information Package (PIP) materials for this program may be obtained from:

Dr. Francis Thompson
ECOS Training Institute
833 Foxmeadow Road
Yorktown Heights, New York 10598
(914) 245-4009

PROJECT HOME START

Waterloo Community School District
Waterloo, Iowa



WHAT HAS THE PROGRAM ACHIEVED?

A longitudinal assessment of the impact of the program on mental abilities compared the scores of children who had been in the program with those of their older siblings who had not participated in the program. In first grade, four years after VHS Home Start I children enrolled in the program, they were administered the Primary Mental Abilities Test. Results revealed that VHS children obtained significantly higher scores in three of the four PMA subtests: Perceptual Speed, Number Facilities and Spatial Relations. Their total score was also significantly higher.

HOW DOES THE PROGRAM WORK?

Organization: There are three basic and optional Home Start models:

1) **Vertical Home Start** (VHS) provides home-based enrichment to children 2-5 years of age. When a child enters the VHS program, a staff member visits the parents for orientation; an aide is scheduled for weekly one-hour visits in the

home, and a tester is assigned to administer the *Iowa Test of Preschool Development (ITPD)*. This is an achievement oriented (not IQ) test, and the emphasis is on what a child has learned and is currently in a position to learn, rather than on test scores. The staff works closely with parents to involve them in their child's learning activites and to help them understand the relationship between early "play" activity and future success in more formal learning situations. The weekly visits form the basic home-school-community relationship and enable the aide to suggest more comprehensive services from community agencies when necessary. Depending upon identified needs, a speech consultant, a nurse, or a social worker may be assigned to further evaluate problems affecting the child's learning situation.

2) **Horizontal Home Start** (HHS) is a single year of prekindergarten enrichment for children 4 or 5 years of age. This classroom-based experience provides both teacher-directed and spontaneous play, and is combined with continuing weekly home visits by the aide. The Learning Readiness System (LRS) Seriation Test is given to children in this age group to maintain individual readiness profiles and continue individually prescribed activities.

3) The **On-Call Consultation** model provides the opportunity for trained preschool teachers (one for each 35 to 50 families) to confer with parents who request information concerning their children's growth and development.

The Home Start program specifically provides for identification and remediation of learing disabilities during preschool years when a child's self-concept, as well as his intellectual and motivational patterns, may be irreversibly established. All three models emphasize parent and community involvement and provide follow-through procedures which permit a flow of information from the Home Start staff to the child's kindergarten teacher.

Materials and Activities: Both full and partial adoption of the Home Start program require the purchase of certain key components, developed by the Home Start Project. The *ITPD* yields a readiness profile in 11 key skill areas and leads to recommendations for individualized enrichment of language, memory, and conceptual skills, and development of large and small visual motor skills. Strengthening Home Start for the Early Years, a series of activities based on the ITPD, enables staff to move directly from ITPD test findings into organized strategies for individually prescribed learning activities. The LRS Seriation Test (based on early learning theory of Swiss psychologist Jean Piaget) identifies specific readiness areas within the seriation process which require special attention, and the Learning Readiness System: Classification and Seriation kit provides a series of activities, sequenced in difficulty, and keyed to the test. Fun at the Pond, a linguistic readiness workbook and manual drawing upon the perceptual theories of Eleanor Gibson, provides suggestions for role-playing activities and manipulation of objects to promote abstracting abilities. The project also provides a list of commercially available toys, games, and readiness books of particular interest and effectiveness. All materials are adaptable for home or classroom use, and are selected by parents and staff in accordance with each child's readiness profile and on the basis of the child's natural and spontaneous selection.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: The project provides parent and home worker guides, a thorough Training Manual covering every aspect of the Home Start program, and training sessions designed to accommodate staff for all three Home Start models. Full adoption includes at least one of the Home Start models and involves inservice training at a project site.

VHS		*HHS*		*On-Call Consultation*	
H.S. Director	5 days	H.S. Director	2 days	H.S. Director	3 days
Preschool Teacher	3 days	Preschool Teacher	2 days	Preschool Teacher	3 days
Home Worker	3 days	Home Worker	1 day	Psychologist	2 days
Social Worker	1 day	Teacher Associate	1 day		
Tester	2 days	Psychologist	1 day		
Psychologist	4 days				

Partial adoption depends upon the needs of the adopting agency and involves short-term inservice training on specific aspects of preschool education and/or family training, to be given by Project personnel at the adopter site.

Costs: If no preschool program exists and a total start-up, including staffing, is required, per pupil cost will be $840 for VHS, $780 for HHS (this includes cost of busing to the classroom), and between $270 and $410 for the On-Call Consultation model. Each model itself is inexpensive and can be adopted at a minimal cost by districts already having a preschool program. As such, the cost would be for materials, released time for inservice training, and possibly for travel and perdiem expenses, depending upon location of the training. VHS instructional materials for 80 children cost approximately $508; HHS materials for 90 children, $494; On-Call Consultation materials for 100 to 150 children, $334. Of these materials, the more expensive kits, etc., are replaceable after 5 or 6 years, making annual maintenance after implementation minimal.

CURRENT STATUS AND CONTACTS

Home Start evolved from a 1966 series of discussions sponsored by Title I, Higher Education Act, emphasizing the importance of cooperation between home, school, and community, and expressing a commitment to a preschool program aimed at providing earlier forms of help to families of normal, vulnerable, disadvantaged and/or handicapped children. It is a project of the Waterloo Community Schools, with cooperation from the University of Northern Iowa, and is the successor to Home Starts I and II, similar projects undertaken in the school system from 1968 to 1974. In 1972, Home Start was designated one of two national models by the U.S. Office of Education. It also received a National Award of Merit from the President's National Advisory Council on Supplementary Centers and Services as one of eleven outstanding Title III projects in the nation. It has been approved by the Joint Dissemination Review Panel of the U.S. Office of Education and was selected as a Title III Developer-Demonstrator Project in the National Diffusion Network.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

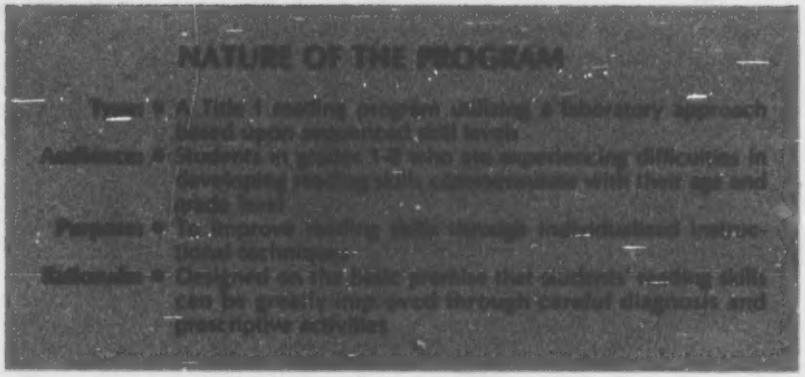
Send for Pamphlet No. **RS0.**

Additional information may be obtained from:

Lyn Riggs
Home Start Office
6028 Kimball
Waterloo, Iowa 50701
Phone: (317) 233-8491

PROJECT READING IMPROVEMENT

Pender County Schools
Burgaw, North Carolina



WHAT HAS THE PROGRAM ACHIEVED?

The program's objective was 1.5 years' gain in reading per school year, or two months gain per month of instruction. Annual testing revealed that Project students exceeded that objective, averaging better than two months' grade equivalent gains per month of instruction.

HOW DOES THE PROGRAM WORK?

Organization: The program is organized by skill and grade levels. Only students who are well below the norm in reading skills for their age level participate. The reading skills are diagnosed into 277 separate areas, and prescriptive instruc-

tion is provided to correct whatever deficiencies are found. Primary emphasis in the program is on comprehension, but vocabulary, speed, and accuracy are also stressed.

One-to-one instruction is provided by tutors for participating first graders. For eligible students in grades 2-8, reading improvement laboratory experiences are provided. Each laboratory is staffed with a specially trained reading teacher and a teacher aide.

Materials and activities: Students leave their regular classrooms for 45 minutes of lab instruction each day. The reading laboratories are equipped with a variety of commercial and teacher-made materials. Audio-visual materials and instructional games are used to motivate interest and involvement. Standardized diagnostic tests and informal reading inventories are used to determine students' reading skill levels. Teachers prescribe activities for students from a broad range of materials based upon their diagnostic needs.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: It is essential that an adopting district make provisions for inservice training for staff members who will be implementing the program. Awareness materials are available from the project and provisions for workshops can be arranged.

Cost: The costs for setting up a new reading laboratory amount to about $3,000 for equipment and a reasonable allowance for materials. Annual maintenance costs are estimated at about $396 per student, per year. This cost includes the prorate cost of staffing, equipment, materials, and supplies.

CURRENT STATUS AND CONTACTS

The project's funding source is ESEA, Title I. Limited awareness materials are available. The project has been nationally validated, and a Project Information Package (PIP) is being prepared by the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R53.**

Additional information may be obtained from:
M.D. James, Superintendent
Pender County Schools
P.O. Box 1239
Burgaw, North Carolina 28425

PROJECT SUCCESS ENVIRONMENT

Atlanta Public Schools
Atlanta, Georgia

NATURE OF THE PROGRAM

Type: • A management system utilizing positive reinforcement to achieve behavior modification

Audience: • Elementary and middle school students who are considered high risk for potential academic failure

Purpose: • To alter teacher attitudes so that only desirable student behavior receives reinforcement
• To provide opportunity for success, reinforce appropriate behavior and minimize failure
• To decrease disruptive behavior and increase task involvement
• To stabilize class conduct and accelerate academic gains

Rationale: • Based on the premise that behavior followed by pleasant consequences is more likely to be repeated
• Emphasizes that behavior must be specified objectively in order to be reinforced or modified
• Recognizes that before academic achievement is possible, confusion, disinterest, and disruption must be eliminated.

WHAT HAS THE PROGRAM ACHIEVED?

The evaluation effort aimed to determine whether the program had been successfully adopted by teachers, and the effects the behavior modification strategies had on student behavior and achievement. Regarding the first question, data collected during observations on a total of 30 control and experimental classes during the project's second year, and on 20 project classes in the third year, indicated the following: project teachers positively reinforced their students about 10 times as often as control teachers and punished about one-third as often as

control teachers; these differences between project and control teachers were statistically significant at the .01 level.

Regarding the question of whether student behavior changed, observation data revealed that disruption in project classes was about one-half to one-third that of control classes at both the elementary and middle school levels. In addition, project students increased from about 75 percent task-involved at the beginning of the year to more than 90 percent by mid-October.

Finally, comparisons of pre/posttest scores achieved by the experimental and control students on the *California Achievement Test* indicated that students in project classes gained more in reading at every grade level (with the exception of the third grade in the third project year). Overall, project students nearly doubled the reading gain rate of control students. The difference in gains was statistically significant at the .01 level. Comparable data on gains in arithmetic achievement were reported, based again upon pre/posttest CAT scores.

HOW DOES THE PROGRAM WORK?

Organization: The major goals of Project Success Environment are to reduce disruptive behavior, increase task involvement, and accelerate academic achievement. Accomplishment of these goals requires the alteration of traditional teacher attitudes toward discipline (i.e., negative reaction to undesired behavior) and the provision of positive and effective methods of classroom management. Positive Contingency Management, which is based on principles of operant conditioning, is the heart of the Success Technique. It requires that students and teachers know precisely what is expected of them in terms of appropriate behavior, and that teachers remain consistent in their reaction to student behavior. Clear guidelines, positive statement of rules, and teacher consistency are essential. Individual students are given tasks (behavioral and curricular) which are within their abilities and which make reinforcible success an inevitability. Once class conduct is stabilized, the emphasis is shifted to academic achievement. The Success Technique provides a controlled and positive educational environment in which success is encouraged and expected of each student at his own ability level, and in which potential failures receive appropriate but not threatening attention.

Three components comprise the Success Technique: a positive reinforcement system, a slightly modified curriculum; and, an engineered classroom. Positive Contingency Management relies heavily on a token economy in addition to praise and other forms of social reinforcement.

Materials and Activities: The program does not include project-developed instructional materials. However, the project does recommend testing procedures, including the *Comprehensive Instructional Program Tests*, the *Stanford Diagnostic Reading Tests*, and the *California Achievement Test*. Commercial materials and equipment are also suggested for classroom use.

The classroom arrangement consists of a mastery center and five academically oriented interest stations; a library station, an art station, a communications station with a Language Master and tape recorder, an exploratory station with science materials keyed to the instructional program, and a games and puzzles station equipped with academically related materials. Materials at the stations are rotated among the classrooms weekly.

The students are divided into three groups according to reading ability; group rotation which is organized around structured individualized student activities occurs for both the reading and mathematics content areas.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff Training: The project staff has developed a training program which requires that the adopting school principal be thoroughly trained in Positive Contingency Management and be responsible for the administration of the reinforcement system. The *Project Success Environment: Training Package for Principals* is a detailed guide for training teachers in the theory behind the Success Technique, and for preparing them to implement the technique in their own classrooms. The package is given to an interested principal after the completion of a four-day workshop conducted by the project staff. Using the training package, the principal can train teachers and aides, and monitor program implementation. Currently, state-supported funding for the project has terminated. However, through private contract arrangements with a district, the project has a limited capability to provide training and services to adopting districts.

Cost: The cost of introducing the Success Technique into a school depends upon such factors as whether new curriculum materials must be added and the extent to which tangible rewards are used. The maximum installation cost in a typical elementary school of 400 students is $33.25 per student and the minimum is $3.36. The maximum cost of continuation is $21.25 per student and the minimum is $.75. This maximum second year figure includes costs for employing a teacher aide and spending over $3000 for individualized instruction materials, both of which are recommended but optional.

CURRENT STATUS AND CONTACTS

The project was developed through ESEA Title III funds, and was nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

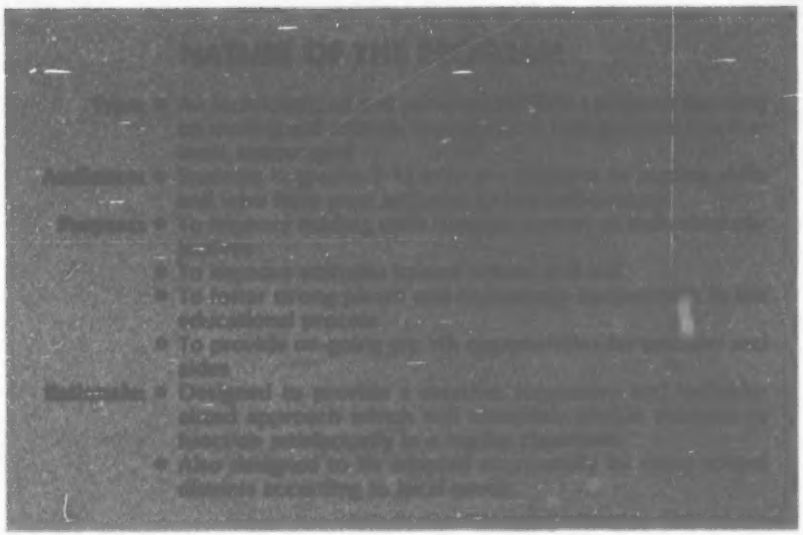
Send for Pamphlet No. **RM8.**

Additional information may be obtained from:

Dr. Will G. Atwood
Title III Director
State Department of Education
State Office Building, Room 255
Atlanta, Georgia 30334
(404) 656-2567

PUPILS ADVANCING IN LEARNING (P.A.L.)

School District No. 12, Adams County
Denver, Colorado 80221



WHAT HAS THE PROGRAM ACHIEVED?

Comprehensive Test of Basic Skills results revealed that the majority of students participating in the program had reduced the discrepancy between their obtained and anticipated grade equivalent scores by a minimum of 50%. This change was evidenced in the following areas: reading, mathematics, and language arts. In addition, teachers reported positive attitude changes in students exposed to the program from pre- to posttests.

HOW DOES THE PROGRAM WORK?

Organization: P.A.L., a program for elementary schools, junior high schools, and senior high schools, can be adapted successfully to meet the particular needs of any school district. It calls for the use of aides and places strong emphasis on parent involvement.

In this program, teachers are encouraged to use a wide variety of creative methods to achieve desired goals, and every student is expected to advance at his own rate according to his own mode of learning, using on-level materials. Learning experiences are individualized to correlate to the student's needs and strengths, and activities are success-oriented.

Materials and activities: P.A.L. encourages the extensive use of creative materials at all grade levels; these include commercially available products as well as teacher-made materials. The Project also provides an *Instructional Program Kit* which describes the program and includes teaching units; and a *Parent Involvement Guide* which discusses techniques for involving parents. To help students master basic language skills (reading, writing, speaking, listening, study),

expand their background experiences, and develop their interests, numerous methods and activities (activity grouping, resource units, field trips, personalized instruction) are used. Diagnosis, prescription, and remediation are continuous, based on test results and demonstrated needs; skill mastery is assessed via teacher tests or district made criterion-referenced tests.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: On-going staff development is an integral part of P.A.L. A comprehensive inservice and professional growth program encompassing inservice needs assessment, planning, implementation, operation, and evaluation has been developed by the Project and is explained in detail in the *Staff Development Kit.* The contents of this resource booklet can be adapted to meet the particular needs of individual school districts. Awareness materials are also available. Training is conducted for adopting districts at the project site. The adopting site must cover all training costs. Arrangements can also be made for onsite training.

Cost: The range of materials an adopting district purchases will vary according to the scope of program activities which are implemented. The following materials are available from the Project: *Instructional Program Kit* ($3.00); *Program Management Manual* ($2.50); *Staff Development Kit* ($2.50); and, *Parent Involvement Guide* ($2.50). All four booklets may be purchased for $10.00. Facilities or equipment beyond what is generally available in school districts are not required by the program.

Depending upon resources already available in an adopting district, instructional program costs will vary. A minimum of $10 per student should be estimated for start-up costs, however. (A similar minimum expenditure per student should be budgeted to maintain the program annually.) Costs for the parent involvement component range from zero to $2,500.

CURRENT STATUS AND CONTACTS

P.A.L. is a nationally validated Title I Project funded by the U.S. Office of Education for dissemination and adoption under ESEA, Title III-IV-C, Section 306. Because of a special demonstration contract with the National Institute of Education, the Project will focus on students in the bottom quartile in reading in grades 1-3 over the next two years. District funds will support the operation at other grade levels.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

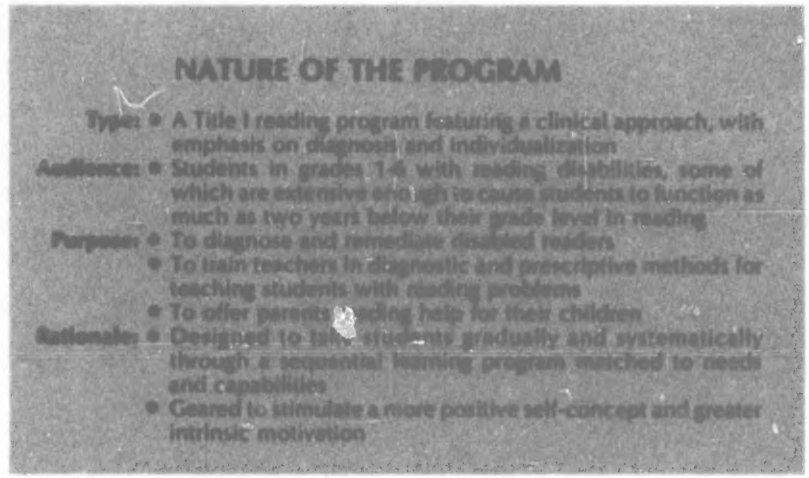
Send for Pamphlet No. **R56.**

Additional information may be obtained from:

Mrs. Carolyn Tennant
Special Programs Consultant
Adams County School District No. 12
10280 North Huron Street
Denver, Colorado 80221
(303) 451-7616

READING CENTER TITLE I

Broward County, Florida


NATURE OF THE PROGRAM
Type:
• A Title I reading program featuring a clinical approach, with emphasis on diagnosis and individualization
Audience:
• Students in grades 1-6 with reading disabilities, some of which are extensive enough to cause students to function as much as two years below their grade level in reading
Purpose:
• To diagnose and remediate disabled readers
• To train teachers in diagnostic and prescriptive methods for teaching students with reading problems
• To offer parents reading help for their children
Rationale:
• Designed to take students gradually and systematically through a sequential learning program matched to needs and capabilities
• Geared to stimulate a more positive self-concept and greater intrinsic motivation

WHAT HAS THE PROGRAM ACHIEVED?

A carefully structured research design was implemented in the 1972-73 evaluation of the Reading Center program. Results indicated that third-year students who participated in the Reading Center program attained at a higher level of reading proficiency than would have been likely had they not entered the program. Further, this increased proficiency was not only apparent immediately after student's completion of the program, but was also maintained on tests administered four months subsequent to their dismissal from the program.

HOW DOES THE PROGRAM WORK?

Organization: The program is organized by skill and grade levels. The Reading Center currently serves all students reading below a predetermined cutoff on the *Comprehensive Tests of Basic Skills (CTBS)* in Title I schools, regardless of their IQ scores.

Prescriptive instruction is given, based on the results of staff-developed diagnostic tests. The program includes instruction in word perception, vocabulary and comprehension skills.

The student-teacher ratio is currently set at 5 to 1, and classes are held for one hour every other day. Studies conducted indicated that students attending the center on a staggered basis were making reading gains comparable to those made by students who attended on a daily basis. Reading specialists (teachers) work in teams of two or three to facilitate sharing of materials and to provide sufficient coverage in case of absence. Aides are utilized, and where they are not available, parent volunteers may serve in this capacity.

Materials and activities: Children are drawn from their regular classrooms for lab instruction. The reading laboratories are equipped with a variety of commercial and teacher-made materials, Teacher Guide Books, and the child's prescriptions which outline instructional activities. A cassette tape recorder, a Language Master, and a record player are all used with earphones to minimize noise in the room, and to maximize the child's concentration on the material being presented.

Standardized diagnostic tests are utilized to determine the student's reading skill levels and form the basis for the teacher's individualized prescription. The diversity of the materials encourages great flexibility in prescribing activities.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: An inservice filmstrip and accompanying audio-tape are available for teacher training. Awareness materials are available from the project, and visitors are welcome. Training is conducted at the project site. The adopting site must cover all training costs.

Cost: Start up costs are estimated at $321 per student. This sum includes the purchase of laminated workbook pages that require replacement every three to five years. However, costs are dependent on staff available, type of program and students, and extent of materials needed in a district.

CURRENT STATUS AND CONTACTS

The project funding source is ESEA, Title I, and the project is currently in operation in Broward County, Florida. It was endorsed and validated by the Joint Dissemination Review Panel of the U.S. Office of Education for national dissemination on August 21, 1974. This program has been cited by the National Right to Read Effort as one of 12 exemplary reading programs in this county.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

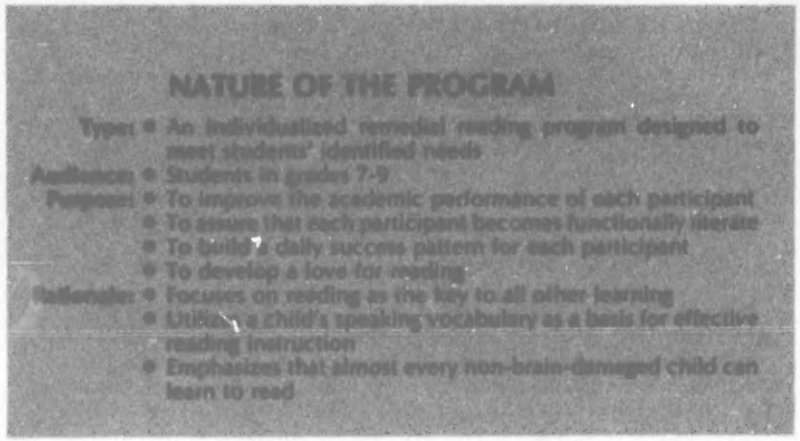
Send for Pamphlet No. **R58.**

Additional information may be obtained from:

Mrs. Louise Sears
Reading Center Title I
701 Northwest 31st Avenue
Fort Lauderdale, Florida 33311

READING/ENGLISH ROTATION PROJECT

McDuffie County Schools
Thomson, Georgia


NATURE OF THE PROGRAM
Type: • An individualized remedial reading program designed to meet students' identified needs
Audience: • Students in grades 7-9
Purpose: • To improve the academic performance of each participant
• To assure that each participant becomes functionally literate
• To build a daily success pattern for each participant
• To develop a love for reading
Rationale: • Focuses on reading as the key to all other learning
• Utilizes a child's speaking vocabulary as a basis for effective reading instruction
• Emphasizes that almost every non-brain-damaged child can learn to read

WHAT HAS THE PROGRAM ACHIEVED?

Pre-posttest comparisons on standardized reading tests indicated that project children made gains which were three times their expected gains, based upon past performance. During the 1974-75 school year the average grade equivalent gain for project children was 1.7 years.

HOW DOES THE PROGRAM WORK?

Organization: The project operates in four phases: identification of student strengths and weaknesses; grouping students exhibiting similar needs and interests; instruction based on established needs; and evaluation of program effectiveness as evidenced by student achievement. An innovative organizational pat-

tern was designed which takes into account the characteristics of the participants and meets various individual needs. Rotation groups are used consisting of 60 students divided into three groups of 20. Each group of 20 moves to three different classrooms during a two-period time block of one hour and 50 minutes. Each classroom is equipped to serve a different function.

This rotation grouping as well as sub-grouping in each classroom permits flexibility of pupil movement as reading levels improve and specific reading skills are mastered. An added advantage is regularly scheduled classes in social studies, mathematics, and science are not interrupted.

Materials and activities: Each of the three rotation classrooms utilizes different activities and materials. For example, in the reading laboratory, students listen to tapes which are sequentially programmed, complete oral and written activities, and are encouraged to read independently. In the developmental reading classroom the students relate their own experiences which are utilized for skill building. Also, stories are read aloud by the teacher or aide as a means of increasing vocabulary, developing listening skills, and encouraging a love of reading. In the third classroom (Basic English), teacher-prepared exercises, language workbooks, and games are used to reinforce basic skills which have been taught.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Staff development is a vital part of the daily two-hour staff planning periods. Project staff also participate in weekly inservice sessions conducted by a reading specialist. Teaching aides also receive special training.

Awareness materials are available, and visitors are welcome at the project site. However, the project staff does not provide training for adopting districts.

Cost: First year costs are estimated at $360.42 per student due to the need for special instructional materials for individualized teaching. Annual maintenance costs are estimated at $175-$200 per student.

CURRENT STATUS AND CONTACTS

This program has been nationally validated and approved for dissemination by the Joint Dissemination Review Panel of the U. S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R59.**

Additional information may be obtained from:

Roy J. Yelton
Reading/English Rotation Project
Norris Junior High School
McDuffie County Schools
Thomson, Georgia 30823
(404) 595-1405

READING IMPROVEMENT PROGRAMS SECONDARY SCHOOLS READING LABORATORY

Wood County, West Virginia

NATURE OF THE PROGRAM

Type: • An intensive, individualized, diagnostic/prescriptive reading skills program

Audience: • Secondary students (grades 7-12) who are one or more years below grade level in reading because of educational or economic disadvantage

Purpose: • To remedy student reading deficiencies and raise mastery of reading skills to expected grade level

Rationale: • Aims to ensure the level of literacy necessary for academic achievement and effective functioning in daily life
• Recognizes the unique needs of each student and prescribes individualized instruction
• Improves student motivation through success orientation and personalized learning situations

WHAT HAS THE PROGRAM ACHIEVED?

During each project year, fiscal year 1975 and fiscal year 1976, the *Stanford Reading Achievement Test* was administered on a pretest/posttest basis to all students in the SRL program including approximately 300 seventh grade students in five junior high schools, 120 tenth grade students in two high schools, and 23 students in a parochial junior-senior high school. Statistical analyses of the *SRAT* scores for each project year indicate that the SRL students made significant gains between the pretest and posttest periods. In addition, preliminary comparisons of the SRL students' scores with those of control groups comprised of students from two non-program junior high schools and one non-program senior high school were made. From the initial results of these comparisons, it appears that although the SRL students had lower pretest means on the *SRAT*, they generally averaged greater gains than the control group students and in most cases surpassed the non-program students' posttest scores. It is also interesting to note that during 1975 an average of 73-80 percent of the SRL students attained or surpassed the program objectives while only 42-64 percent of the control students attained comparable levels of success. Differences in the percentages of SRL and control students attaining or surpassing the program objectives were maintained during the 1976 project year as well.

HOW DOES THE PROGRAM WORK?

Organization: Based on standardized test results and classroom teacher recommendation, students are selected to participate in the Secondary Reading Laboratories. A series of diagnostic tests is administered to determine each student's areas of weakness in reading skills. Individual remedial programs of instructional activities are then devised by the SRL teacher according to student need. Skill areas covered in the SRL program include visual and auditory perception, vocabulary, word attack, comprehension, and word study skills. Students spend 50 minutes daily in the reading lab which is set up in a classroom designated for SRL use, exclusively. Each lab is run by one teacher and one aide who administer the program to groups of 12 students at a time. Approximately 90 percent of each student's time in the lab is devoted to sequenced individual instruction. The remaining time can be used for group instruction or related activities at the discretion of the teacher.

Materials and activities: Materials used in the SRL program to remedy reading deficiencies include a wide variety of reading series, tapes, records, films and filmstrips, as well as a number of high-interest, low vocabulary books. Based on daily monitoring of progress, the SRL teacher determines which materials are most appropriate for each student.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Staff training in diagnostic/prescriptive approaches is recommended prior to the implementation of the SRL program. Teachers and aides should also participate in continuous inservice training to upgrade skills. Currently, no provisions for inservice training are available through the project.

Cost: The materials recommended for purchase include a variety of reading series and audio-visual materials. However, SRL is designed to be flexible, and decisions about which specific materials should be purchased are left to the discretion of reading specialists and administrators of adopting districts. It is estimated that the initial materials and equipment costs for establishing a new lab amount to approximately $6000. The per student cost for staffing and materials is about $379. Maintenance costs relate primarily to staff salaries.

CURRENT STATUS AND CONTACTS

The program has been nationally validated and dissemination materials are currently being developed.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

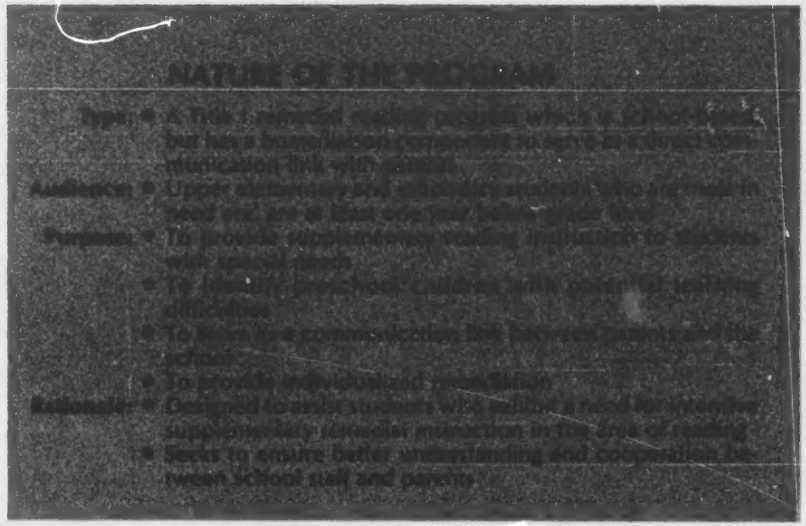
Send for Pamphlet No. **R35.**

Additional information may be obtained from:

Mr. Darel K. Custer
ESEA Title I Coordinator
Wood County Schools
1210 13th Street
Parkersburg, West Virginia 26101
(304) 422-8411

REMEDIAL READING AND HOME/SCHOOL LIAISON PROGRAM

Newport, Rhode Island



WHAT HAS THE PROGRAM ACHIEVED?

An outside agency evaluated the data collected over a one year period in the six schools using the Remedial Reading Program. Pretest and posttest scores on the *California Achievement Test* were analyzed for each grade level to determine student gains. The program criterion objective was a one month gain on the *CAT*, as expressed in grade score equivalents, for each month of program participation. Results for grades 4 through 8 indicated that the program criterion objective was attained in all program schools; moreover, the total score gains were two times greater than those expected. A difference in program instruction time in ninth grade lowered the outcome of this grade level. In grades 10 through 12, however, very large gains were made by program students. It is important to note that a percentage of students in grades 5, 9, 10, 11 and 12 still exhibited critical

deficiencies at the end of the Remedial Reading Program. Although most program students were able to make gains considerably above the program criterion objective, this evidence suggests that the program may have overextended its resources in an attempt to service large numbers of students.

HOW DOES THE PROGRAM WORK?

Organization: The program is organized by grade and skill levels. Student selection for the program is determined by individual need, with priority given to those who are at least one year below their appropriate grade level in reading.

During regular reading periods, students participate in a program of diagnostic testing and individually prescribed instruction. While some group work occurs, most instruction is characterized by one-to-one teacher/student interaction. To adequately provide such personalized attention, class sizes never exceed seven students. These classes are staffed with a full-time certified reading specialist and a teacher aide.

Materials and activities: Individualized learning materials, personalized for each student according to needs and disabilities, form the core of the teaching materials. These include performance objectives, diagnostic instruments, pre/posttest instruments, and student record-keeping folders. An instructor's handbook has been developed.

Each reading class should also be equipped with an overhead projector, tapes, records and filmstrips. These supplement the printed materials. For the Home/School Liaison portion of the program, a diagnostic instrument and preschool developmental learning materials are available.

Each teacher prescribes the usage of program materials. This is based upon an assessment of students' learning needs as well as learner characteristics. Diagnosis of the reading strengths and weaknesses of each individual student is used to pinpoint specific reading needs. This diagnosis is part of an ongoing procedure which continues until the student leaves the program. Instructional periods of 30 to 45 minutes are geared to permit each student to work at an individual pace and level. The basic framework of each class allows a one-to-one relationship between teacher and student, without inhibiting the need and desire for periodic peer group participation.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: An Orientation Program given by the project staff is highly recommended for the adopting site's professional staff and aides. Inservice training is essential and may be conducted at the project site, with all costs covered by the adopting site. Out-of-state workshops can be arranged. Awareness materials are also available from the project.

Cost: Start-up equipment costs amount to about $15 per student, with curriculum materials averaging $18 per student. After one year, ongoing curriculum materials cost an average of $12 per student. A director, present three-quarters of the time, and a full-time secretary can coordinate program operations.

CURRENT STATUS AND CONTACTS

The project funding source is ESEA, Title I, and the program is currently in operation in the Newport School Department, Newport, Rhode Island.

The project has been nationally validated and on April 9, 1973, was approved by the Joint Dissemination Review Panel of the U.S. Office of Education. A Project Information Package (PIP) is being prepared by the U.S. Office of Education for national diffusion of this program.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R60.**

Additional information may be obtained from:

Mr. Sidney O. Williams
Assistant Superintendent/
Coordinator of Federal Programs
Federal Programs Office
Edward Street
Newport, Rhode Island 02840

FLAGSTAFF TITLE I REMEDIAL READING PROGRAM

Flagstaff, Arizona

NATURE OF THE PROGRAM

Type: • A diagnostic/prescriptive remedial reading program

Audience: • Students in grades 2-9 with very low scores on standardized achievement tests
• Students who are referred by classroom teachers as in need of remedial instruction

Purpose: • To reduce diagnosed reading disabilities as soon as possible and return the child to the regular classroom for reading instruction

Rationale: • Based on extensive diagnostic and prescriptive techniques to remediate reading deficiencies

WHAT HAS THE PROGRAM ACHIEVED?

The progress of students in this program has been determined on an annual basis over the past ten years congruent with Title I funding requirements. These evaluations utilized a pre-post test design based upon performance on the vocabulary and reading comprehension subtests of the *Gates-MacGinitie Reading Test.*

For the years 1974-75 and 1975-76, results showed that over 80% of the students gained one month reading achievement for each month they were enrolled in the program.

The program had its greatest impact on both reading comprehension and vocabulary scores in grades 2-6, where mean gains of one year or more were achieved at each grade level. These mean gains did not take into account the term of remediation in the program which ranged from 4 to 8 months. The average gain-per-month ranged from 1.1 to 2.9 months growth per month of instruction, with the mean for grades 2-6 exceeding 1 1/2 months per month of instruction. Half of the grades achieved this monthly rate of growth on both subtests.

The program's Evaluation Report describes these results as fairly typical of the program's achievement over a ten year period, indicating consistency in its successful impact on students' performance.

HOW DOES THE PROGRAM WORK?

Organization: Once the student is accepted by the program, the student participates in an extensive screening process that tests all reading skills and uncovers any specific visual or auditory abnormalities that require special attention. Teachers use this total diagnosis to formulate a remedial plan for each individual student and to prescribe daily activities.

Materials and activities: Materials are used in the following activities: listening, writing, comprehension, outside reading, vocabulary and spelling.

The materials used include the following: books (basal texts, paperbacks, workbooks and worksheets), kits and multi-level materials, dictionaries and thesauruses, games, audio-visual materials and reading devices, teacher-made materials, and perceptual materials.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The project staff suggests some inservice time for teachers implementing the program to improve skills in diagnostic and remedial techniques. No provisions for staff training at an adopter site are available through the project.

Cost: The average annual per student cost for the project district's elementary program is $1,123. An additional amount of approximately $225 per student was spent for remedial reading participants in target schools during the last academic year.

CURRENT STATUS AND CONTACTS

The program has been nationally validated and approved by the Joint Dissemination Review Panel of the U.S. Office of Education.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R71.**

Additional information may be obtained from:

Mr. Don C. Clark
Assistant Superintendent
Flagstaff Public Schools
701 N. Kendrick Street
Flagstaff, Arizona 86001

SCHOOL VOLUNTEER DEVELOPMENT PROJECT (DO IT)

Dade County Public Schools
Coral Gables, Florida

NATURE OF THE PROGRAM

Type: • A volunteer tutoring program based on a systematized approach to using volunteer services

Audience: • Volunteer tutors of students in grades 2-6

Purpose: • To enrich and extend the learning experience of tutored students

Rationale: • Based on individualized instruction
• Focuses on the reinforcement of skills and the improvement of students' self-esteem
• Encourages community involvement and support
• Relieves teachers of non-instructional duties

WHAT HAS THE PROGRAM ACHIEVED?

Using the *Metropolitan Achievement Test (MAT)* to assess gains of tutored and non-tutored students in grades 2-6, differences in the achievement of the two groups were found to be statistically significant at the .0005 level. The control group gained less than a month (0.3) from pre- to posttest on the *MAT* reading subtest, while project students gained more than ten months (10.2). On the *MAT* subtest, the control group's mean score declined slightly from pre to posttest (-0.59), while the project group gained more than eight months (8.08).

HOW DOES THE PROGRAM WORK?

Organization: The program provides a highly systematized approach to the development and delivery of diverse volunteer tutoring services for students. The project-developed materials and procedures guide adopting school districts through the various phases of program implementation: recruitment, training, placement, and evaluation.

Once trained and matched up with appropriate students, volunteer tutors spend a minimum of two hours per week with each student. Each session lasts from fifteen minutes to one hour, depending on student need.

Materials and activities: The materials developed by the School Volunteer Development Project over the past three years have been packaged and are available in the Starter Kit for the Utilization of Volunteer Services. This multimedia kit includes a guidebook with step-by-step instructions for recruiting, placing and monitoring volunteers, filmstrips and modules with tapes for the training of volunteers, teachers and administrators, and evaluation forms to measure the effectiveness of the overall program, as well as that of the individuals involved.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Training: The program has a tightly structured training program for administrators, teachers, and volunteers, which can be implemented on either an individual or group basis. Administrators are trained to administer the program, while teachers are trained to effectively utilize the services of a volunteer. The volunteer training can be pre-service, inservice, or on-the-job training, depending upon the skills required for the job the volunteer has selected.

Costs: The cost of program adoption is minimal. The start-up cost amounts to $.31 per student, and management and operational costs for the project amount to about $2.00 per student.

Materials are available for the cost of printing and postage.

Consultant travel and living expenses are an additional cost factor.

CURRENT STATUS AND CONTACTS

At the present time, 230 schools are involved in the Miami program ranging from urban, to suburban, to rural. The project was validated and proven effective in the areas of mathematics and reading, and has been approved for national dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education. In addition, the program is being diffused as a Developer/Demonstrator Project in the National Diffusion Network.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM9**.

Additional information may be obtained from:

Ms. Thelma Green
School Volunteer Program of Miami
Dade County Public Schools
1410 N.E. Second Avenue
Miami, Florida 33132

SESAME STREET

Children's Television Workshop
New York, New York

NATURE OF THE PROGRAM

Type: • A televised, preschool educational experience, designed to teach readiness concepts

Audience: • Children aged three, four, and five years old

Purpose: • To use the television medium to bring the advantages of preschool training into the homes of all children

Rationale: • Developed to address the fact that most of the 12 million children between the ages of three and five in the United States do not attend any form of preschool program

• Based on the premise that almost every household in the United States has a television set which preschool children may watch

WHAT HAS THE PROGRAM ACHIEVED?

Extensive evaluation of Sesame Street's first year, conducted by Educational Testing Service (ETS), showed that diverse groups of children in the evaluation—inner-city, suburban and rural—all showed significant gains on the objectives measured, directly correlated to how often they viewed the program (i.e., those who watched the most gained the most). These objectives included simple facts and skills concerning letters, numbers, geometric forms, sorting and classification. Within the age categories, three-year-olds learned the most and five-year-olds the least.

Economically disadvantaged children in the highest viewing categories, although they showed considerably lower attainment on the pretests, exceeded middle class children in the low viewing category on the posttests. The evaluation study of the second year's programs replicated, in general, the positive findings of the first year. It was found, however, that the introduction of more complex tasks reduced the impact of the program in those tasks for children who had not viewed the previous year. Children who had viewed the first year's programming, however, did benefit from the more complex materials. These students were also evaluated by their teachers as ranking high on seven variables, including attitudes toward school and race of others.

HOW DOES THE PROGRAM WORK?

Organization: Sesame Street is broadcast twice daily over the Public Broadcasting Service (PBS) and its local affiliates. Each program segment is one hour long. The shows combine the "live" action of the actors and Muppets with short animated film clips to provide a highly varied and stimulating format. The program has developed cognitive and affective goals relating to the following areas:

THE CHILD AND HIS WORLD:	*Self:* Body Parts and Functions; The Child and His Powers; Reasoning and Problem Solving; Emotions
	Social Units: Career Awareness; Social Groups and Institutions
	Social Interactions
	The Man-Made Environment
	The Natural Environment
	Quality of the Environment
SYMBOLIC REPRESENTATION:	*Pre-Reading Goals:* Letters; Letter Sounds, Rhyming; Verbal Blending; Words; Vocabulary Development; Recitation of the Alphabet
	Numbers Goals: Numbers; Numerical Operations; Geometric Forms
COGNITIVE ORGANIZATION:	*Perceptual Discrimination and Orientation*
	Relational Concepts
	Classification

In addition, the program addresses the special educational needs of bilingual/bicultural children, deaf children, and the mentally retarded.

Materials and activities: The one hour programs are broadcast twice daily over the Public Broadcasting Service (PBS) and its member stations. Teachers and parents who wish to augment the children's viewing with activities can purchase *Sesame Street Script Highlights* and the Sesame Street Activities Manual. An annual Statement of Program Goals is available free of charge.

For classroom use, the Addison-Wesley Publishing Company markets the Sesame Street Prereading Kit developed by Children's Television Workshop (CTW), and the National Textbook Company produces *Trabajemos con Calle Sesamo!* for Spanish-speaking beginning readers.

The Milton Bradley Company has also produced a variety of games including a bulletin board game, Sesame Street Number Concepts 1-10.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: No specific training is required for teachers whose students watch Sesame Street. However, the Activities Manual provides helpful suggestions for classroom activities which are tied in with the television curriculum. In addition, the Community Education Services division of CTW will send personnel to schools and communities to give orientation workshops for parents and teachers. For this service there is no charge. Also, schools may rent a utilization film for training purposes at a cost of $25.

Cost: The *Sesame Street Script Highlights* are available on a subscription basis for $5.00 a season, and the Activities Manual costs $1.00. Prices of commercial materials may be obtained from the publishers.

CURRENT STATUS AND CONTACTS

The program is presently in its eighth season.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **RM3.**

Further information on community/staff training may be obtained from:

Evelyn Davis, Vice President
Community Education Services
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

To obtain the Statement of Program Goals, Program Highlights, or Activities Manual, contact:

Dana Zoran
Assistant to the Vice President for Production
Children's Television Workshop
One Lincoln Plaza
New York, New York 10023

SYSTEMATIC APPROACH TO READING IMPROVEMENT (SARI)

Phi Delta Kappa
Bloomington, Indiana

NATURE OF THE PROGRAM

Type:
- An individualized sequential approach to basic skills which can be used as a supplement to most reading programs
- Includes performance objectives, sequenced learning paths, criterion-referenced pre- and posttests, and classroom management procedures

Audience:
- Students in kindergarten through eighth grade

Purpose:
- To improve reading skills and increase levels of performance
- To provide a comprehensive classroom management system which expedites individually guided instruction
- To increase teacher proficiency in reading instruction
- To provide a method for establishing communication with parents
- To provide a model for change in other areas of the curriculum

Rationale:
- Designed to provide a carefully sequenced reading support system which could be adapted successfully to a variety of reading programs at minimal cost to school districts

WHAT HAS THE PROGRAM ACHIEVED?

Project schools using the SARI system have reported significant mean gain increases over baseline performance, and these gains have been maintained. For example, the mean gain score across all project schools and grade levels was 1.13 grade equivalents in 1973-74 as compared to the 0.65 grade equivalent gain experienced by the same schools during the baseline year of data collection (1971-72). There are also indications that the project is successfully reducing regressions in reading performance levels as students move to the upper elementary grades.

HOW DOES THE PROGRAM WORK?

Organization: Systematic Approach to Reading Improvement (SARI) can be readily adapted as a supplement to an existing program in a school, with the primary intent of providing for individually guided instruction. It is a support system

which divides the reading continuum into four main skill areas: Vocabulary, Word Analysis, Comprehension, and Oral Reading. Developed within these areas are 95 sequentially structured performance objectives which are organized into thirteen achievement levels. Evaluation of each performance objective is provided through specific criterion-referenced pre- and posttests. These tests, along with standardized reading tests, assist the teacher in assessing learner needs and in evaluating progress. Parents regularly receive progress information and are asked to maintain a record of such progress.

Materials and Activities: A series of worksheets and activity cards coincide with the program's sequential performance objectives. Project designed pre- and posttests are also provided for each objective as well as prescribed levels of successful achievement. Other materials in the system include: Teacher's Manual, Parent Information Booklet, Class Profile Chart, Student Chart, Student Tracking Card, Student Placement Tests, Worksheets, and an Activity Kit.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Some inservice training is suggested to acquaint the teacher with the optimal use of the program materials. Phi Delta Kappa offers the following training programs:

Awareness Workshop—2 hours
Inservice for instructional leaders—3 days
Inservice for classroom teachers—2 three-hour sessions
Consultant assistance is available if required

Cost: The complete set of materials for an elementary school, kindergarten through eighth grade, ranges from $2.25 to $3.50 per student. A school's total enrollment, class sizes, and number of teachers involved in the program are the basic factors for determining the per-pupil cost. No special equipment is needed, and no special facilities are required.

CURRENT STATUS AND CONTACTS

Project SARI, now in its seventh year of operation, has been packaged for national dissemination by Phi Delta Kappa.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R64.**

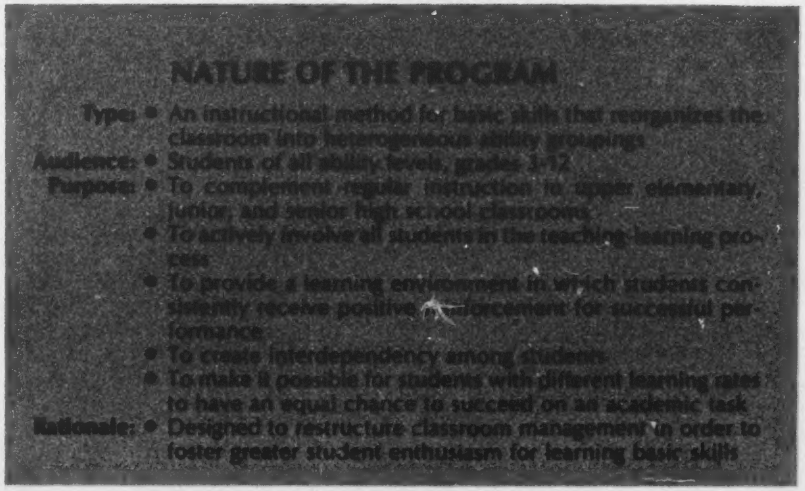
Additional information may be obtained from:

Dr. Wilmer Bugher
Phi Delta Kappa
Eight and Union Streets
Bloomington, Indiana 47401

Bobbie Bullard, Consultant
Northern California Program Development Center
California State University, Chico (230)
Chico, California 95929

TEAMS-GAMES-TOURNAMENT

Baltimore, Maryland


NATURE OF THE PROGRAM
Type: • An instructional method for basic skills that reorganizes the classroom into heterogeneous ability groupings
Audience: • Students of all ability levels, grades 3-12
Purpose: • To complement regular instruction in upper elementary, junior, and senior high school classrooms
• To actively involve all students in the teaching-learning process
• To provide a learning environment in which students consistently receive positive reinforcement for successful performance
• To create interdependency among students
• To make it possible for students with different learning rates to have an equal chance to succeed on an academic task
Rationale: • Designed to restructure classroom management in order to foster greater student enthusiasm for learning basic skills

WHAT HAS THE PROGRAM ACCOMPLISHED?

Carefully controlled studies utilizing experimental-control group designs indicated that TGT had a significant positive effect on student achievement and student attitudes toward themselves and toward their classmates. In addition, the program helped reduce race and sex barriers inhibiting student interaction.

HOW DOES THE PROGRAM WORK?

Organization: TGT has three components: teams, games, and tournaments. The class is divided into four- or five-member teams, each having members from all achievement levels. Skill game exercises are played during tournaments. During the games, students compete individually as representatives of their team against two or three other students of equal ability. Points are awarded on the basis of performance at each table. Games focus on subjects being taught at the time. The curriculum units are designed for six to eight weeks' use in each class period.

Since TGT is essentially a classroom management technique, it is used to supplement the instructional approach already used by the teacher.

Materials and activities: Materials for TGT are designed for the following curriculum areas: (1) Language Arts—grades 3-6; (2) Reading Vocabulary Analogies—grades 3-6; (3) Reading Vocabulary—grades 3-6; (4) Language Arts—grades 7-9; and, (5) Mathematics—grades 3-5. Each unit contains a behavioral objective explaining how games can be applied to the subject matter under study, game packets consisting of worksheets and answer sheets; and, a Teacher's Manual outlining lessons and procedures.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is suggested to help teachers implement the program. Training can occur at the project site or at the adopter site. The potential adopter must pay for training costs. Awareness materials and Teacher's Manuals are available for training.

Cost: The costs for the curriculum units are as follows:

1. Language Arts Kit—grades 3-6	$110.00
2. Analogies Kit—grades 3-6	$51.00
3. Vocabulary Kit—grades 3-6	$75.00
4. Language Arts Kit—grades 7-9	$127.50
5. Mathematics Kit—grades 3-5	$80.00
6. Sample packet	$6.95

Teachers may utilize these already-developed units or construct their own materials by following the Teacher's Manual.

CURRENT STATUS AND CONTACTS

The TGT instructional technique was developed by the Center for Social Organization of Schools at Johns Hopkins University with funds provided by the National Institute of Education. Since its initial field test in 1973, TGT has found acceptance in over 300 schools in 20 different states. It has been approved for dissemination by the Joint Dissemination Review Panel of the U.S. Office of Education. Current distribution is through:

Argus Communications, Inc.
7440 Natchez Avenue
Niles, Illinois 60648

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region. Send for Pamphlet No. **RM7.**

Additional information may be obtained from:

John H. Hollifield
Center for Social Organization of Schools
3565 N. Charles Street
Baltimore, Maryland 21218
(301) 366-3582

TITLE I CHILDREN'S PROGRAM: LEARNING TO READ THROUGH THE ARTS

Board of Education of the City of New York
(Associated with the Solomon R. Guggenheim Museum)
New York, New York 10028

NATURE OF THE PROGRAM

Type: • An intensive individualized remedial program presented through the arts
Audience: • Students in grades 4-6
Purpose: • To improve the reading abilities of children
Rationale: • Focuses on the improvement of reading skills by motivating student interest in the arts

WHAT HAS THE PROGRAM ACHIEVED?

A comprehensive evaluation of the program has included achievement testing. In 1972-73, to ascertain whether after six months in the program 60% of the students demonstrated six months growth in reading, the alternate forms of Level 3 of the reading portion of the *California Achievement Test (CAT)* was administered on a pre/post basis to 90% of the children participating in the program. (Level 2 was used for the remaining 10%, who suffered from severe reading retardation.) Results showed that participants tested in Level 3 of the *CAT* gained 8.4 months in reading. Participants tested in Level 2 of the *CAT* gained 1.78 school years (based on a ten-month year) in reading. Similar results at Level 3 of the *CAT* were reported for the 1973-74 academic year.

HOW DOES THE PROGRAM WORK?

Organization: The program has involved the collaboration of the Solomon R. Guggenheim Museum and the New York City Board of Education. The program is

organized around reading and reading oriented arts workshops in dance, theatre, music, painting, sculpture, mixed media, printmaking, drawing, communication arts, and photography. The workshops make use of multi-media materials, individualized instruction, field trips, and special events. Reading proficiency is developed through the use of teacher techniques and materials which relate to the arts.

Materials and activities: Some of the materials used in the program include: teacher-made materials, programmed instructional materials, cameras, filmstrips, records, tapes, paint, and experience charts. Activities include: writing movie scripts and poetry, making live films, learning photography, drawing, modeling, and field trips. One day a week involves the children in a variety of outside cultural activities including live theatre, music, and dance performances in the Guggenheim auditorium, and field trips to other museums, galleries, libraries, and educational resource centers. These activities serve as an important supplement to the reading and reading oriented arts workshops.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: Inservice training is given in the form of one hour weekly seminars for the artists and teachers. Interested school districts may arrange for classroom visitations, observation of faculty inservice meetings, and interviews with project participants.

Cost: The cost of implementing this program is approximately $375 per student workshop.

CURRENT STATUS AND CONTACTS

After a nationwide search by the American Institute of Research for the National Right to Read Effort, twelve reading programs were designated as exemplary and were validated by the Joint Dissemination Review Panel of the United States Office of Education. This program was one of twelve programs to receive this national recognition.

The present program is sponsored by the Board of Education, aided by special contributions, with the Guggenheim Museum assuming an advisory and consultant role. More than 1,020 inner-city children have actively participated in the programs.

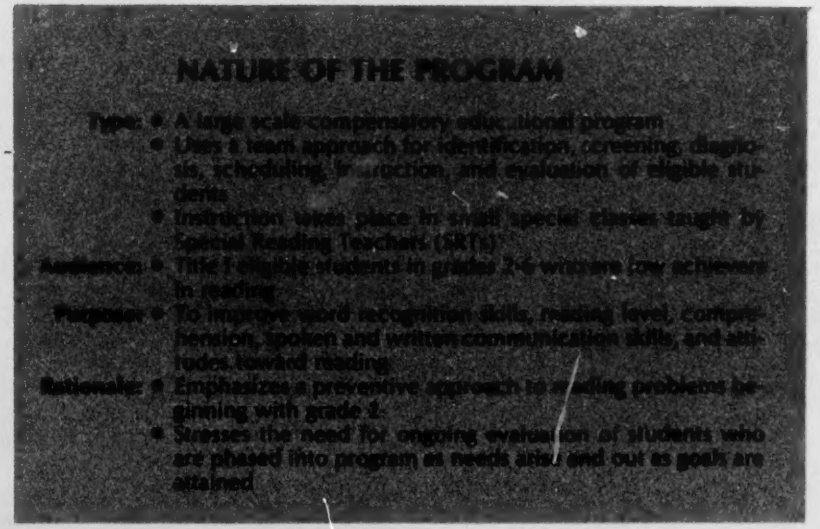
In New Jersey a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R67.**

Additional information may be obtained from:
Ms. Bernadette O'Brien
Education Director
Learning to Read Through the Arts Program
4 East 70th Street
New York, New York 10021
(212) 535-4900 or (212) 860-1361

TITLE I CORRECTIVE READING PROGRAM

Wichita, Kansas



WHAT HAS THE PROGRAM ACHIEVED?

The program goal is student attainment of .8 month's gain in grade equivalent score per year of instruction, as measured by the vocabulary and comprehension subtests of the *California Achievement Test (CAT)*. During 1974-75, students were given pre- and posttest administrations of the *CAT*. Results indicated that 74% of the corrective reading students achieved the performance objective for the vocabulary subtest of the *CAT*, and 75% achieved the objective for the comprehension subtest. The mean number of months gained from pre- to posttest grade equivalent scores for the second through sixth grades ranged from 8 to 11 months for the vocabulary subtest and from 10 to 13 months for the comprehension subtest; thus, the performance objective was achieved.

HOW DOES THE PROGRAM WORK?

Organization: Students in grades 2-6 or those repeating 1st grade are selected on the basis of teacher referrals and through a team-conducted identification program. They receive approximately 30 minutes of corrective reading instruction per day in small groups set up by the Special Reading Teacher (SRT). The SRT who is certified in remedial reading, sees approximately 50-70 students per day and also serves as a resource person to the school. Specific activities include planning instruction, conducting individual evaluations, and meeting with parents, teachers and students. Teacher aides are used when the SRT caseload exceeds 50.

Materials and activities: The corrective reading guide, called Team Approach to Reading Success, is used by the SRT to organize corrective reading at the building level. Project Performance Objectives and Instructional Process Objectives, forms which describe the roles of the different team members and suggest time tables and methods of evaluation, are also used by the staff, and are considered integral parts of the program. In the bulk of Title I classrooms, an eclectic approach is used for selecting materials appropriate to the individual student prescriptions. The Distar Instructional System is used with students in need of intensive reading remediation. In select schools, four commercially produced instructional systems are being evaluated for relative effectiveness (EDL's *Listen, Look Learn;* Psychotechnics; Random-House's High Intensity Learning Systems; Reading; and the Hoffman Educational System).

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The demonstrator site provides orientation training to adopter site administrators and Special Reading Teachers; workshops can be arranged in either Wichita or the adoption site. The handbook for the program, as well as Project Performance Objectives and Instructional Process Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for testing, remediation and retesting.

Parents are used as aides in the program to tutor students individually or in small groups. This is done through a Title I Parent Education Aide Program. The SRTs are involved in parent workshops on reading skills and reading games.

Costs: Start-up costs, including both materials and the salary of one SRT, are approximately $350.00 per student, based on an average SRT caseload of 50 students. The cost of training includes travel and per diem expenses for both demonstrator and adoption site personnel.

Maintenance costs are minimal for material replacement. Annual salaries constitute the major portion of the expense. At the demonstration site, both start-up and maintenance costs were covered by two sources: ESEA Title I funds, and local Board of Education monies.

CURRENT STATUS AND CONTACTS

The Title I Corrective Reading Program was approved in 1973 by the USOE Joint Dissemination Review Panel as educationally valid, cost effective, and exportable. It presently serves 20 Title I elementary schools, and under an extended-service plan also includes students in another 76 public and parochial schools in Wichita.

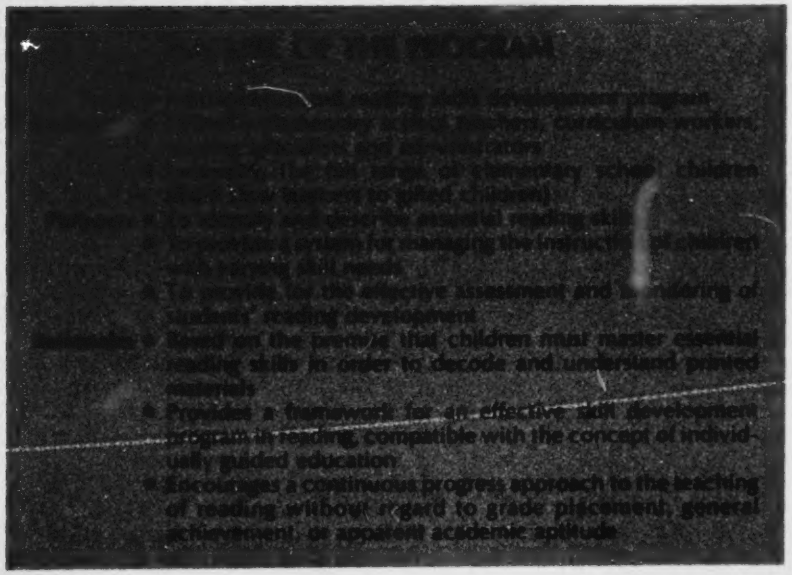
In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R68.**

Additional information may be obtained from:
Dr. James G. Howell, Director of Reading
U.S.D. # 259
1847 North Chatauqua
Wichita, Kansas

THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

University of Wisconsin
Madison, Wisconsin



WHAT HAS THE PROGRAM ACHIEVED?

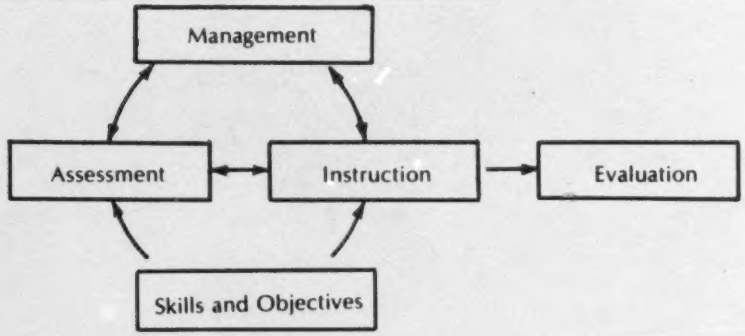
Several different standardized measures were used to assess student progress in Word Attack skills and Study Skills. Results indicated that project children made greater gains from pre- to posttest than their control counterparts. In certain cases, these differences were statistically significant.

HOW DOES THE PROGRAM WORK?

Organization: The Design is not a total reading instructional program, nor is it a self-contained system for teaching reading skills. Rather, it provides a framework for Individually Guided Education (IGE) in reading skills within the total school program, using materials provided by the Design and supplemented by other commercially available or teacher-developed materials. The Design includes six elements: Word Attack, Study Skills, Comprehension (stated in terms of behavioral objectives), Self-Directed, Interpretive and Creative Reading (stated in terms of descriptive objectives). The Design's framework for organizing skill instruction is demonstrated in Figure 1.

Figure 1

Framework for Organizing Skill Instruction



The first step, the identification of essential skills and statements of objectives to specify the criterion behaviors related to each skill, has been done by the Design. The teacher's role in the Design begins with the next step, assessment, by means of formal tests or informal observations developed by the Design. Assessment determines which skills have not been mastered; instruction depends on the results of assessment. Having identified each student's specific needs, the teacher can devise appropriate instruction based on the array of instructional materials and activities categorized in the teacher's resource file. Evaluation follows instruction and signals instructional objectives to the teacher. Management is an integral part of the framework; systematic accounting of students' skill development and an organized method of instruction are necessary if the framework is to be workable.

The Design can be used successfully in any classroom setting. However, scheduling of reading time must be flexible to allow for differences in children's rates and styles of learning, since this is an individualized instruction program.

Pace of instruction should be determined by the continual assessment and reassessment of each individual student's performance made possible by the Design. Teacher aides would be beneficial in providing one-to-one tutoring as necessary.

Materials and activities: The Wisconsin Design includes all of the components required to implement a skill-centered approach to reading instruction. Assessment components permit teachers to focus on behaviors related to

specific skills, thereby permitting them to design instruction suitable to individual students.

The Wisconsin Tests of Reading Skill Development are criterion-referenced tests for assessing progress in each skill and are available in several formats. Teacher's Planning Guides include specific plans for implementing the Design. Teacher's Resource Files are file folders for each skill that suggest published materials, teacher-directed activities, performance tests and teacher observations, and form the basis for locally organizing teaching materials and procedures. Pupil Profile Cards simplify the mechanics of record-keeping and flexible grouping.

Since the Design is a framework for a reading skills instructional program, it must be filled in by other materials which have been keyed to specific instruction in the Design's teacher's resource files. These can be materials on hand or ones newly purchased.

WHAT ARE THE IMPLEMENTATION REQUIREMENTS?

Staff training: The success of the Design depends upon total staff commitment to an objective-centered, continuous progress approach to reading skill instruction. This total commitment must be nurtured by both inservice training and the provision of adequate time for workshop sessions for all involved in the program. A series of filmstrips is available for inservice presentations regarding all phases of implementing the Design. Implementation workshops are also available, either at convenient locations scheduled by the Design throughout the United States, or at the adopter site. Teacher's Planning Guides also provide specific instructions for the implementation of each component.

Cost: The cost per student of implementing either the Word Attack, Study Skills or Comprehension segments of the Design averages between $1.15 and $1.60 for the first year. Self-Directed, Interpretive, and Creative Reading elements cost substantially less. Once established, costs per student for each element drop to between $.25 and $.75 for consumable materials.

CURRENT STATUS AND CONTACTS

Teachers in 4000 schools in 50 states are now using the Wisconsin Design for Reading Skill Development, developed by the Wisconsin Research and Development Center, University of Wisconsin. Schools throughout the country, including those in the inner city of Milwaukee and the Watts area of Los Angeles, have reported dramatic rises in student reading achievement.

In New Jersey, a detailed description of this program may be obtained at no cost from the Educational Improvement Center in your region.

Send for Pamphlet No. **R55.**

Additional information may be obtained from:

Wisconsin Design
NCS/Educational Systems Division
4401 West 76th Street
Minneapolis, Minnesota 55435
(612) 831-4700